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ABSTRACT

This issue contains extracts from twenty-one country reports and case studies presented to the Unesco Regional Seminar on Adult Education and Development in Bangkok, November 24-December 4, 1980. The excerpts have an emphasis on innovations in adult education in the region. Countries and programs discussed include (1) community education/apprenticeship in Indonesia; (2) Accreditation and Equivalency Program in the Philippines; (3) Technical Education Units Program in Sri Lanka; (4) training development, continuing education, broadcasting liaison, and adult reading assistance in New Zealand; (5) social change and adult education in Japan; (6) literacy and complementary education in Laos; (7) government support in Hong Kong; (8) Functional Literacy and Family Life Planning in Thailand; (9) literacy and adult education in Pakistan; (10) non-formal education and community development programs in Malaysia; (11) Yavu Buli Rural Youth Movement in Fiji; (12) literacy education in Nepal; (13) Rural Functional Literacy Project in India; (14) literacy education in Afghanistan; (15) Country Adult Education Associations and Management Education for Farmers in Australia; (16) literacy education in Bangladesh; (17) Literacy Campaigns in Burma; (18) Saemaul (New Village) Education for Adults in Korea; (19) Skills Development Fund and Modular Training in Singapore; (20) Central Broadcasting-Television University in People's Republic of China; and (21) achievements in Vietnam. Conclusions and sixteen recommendations arising from the seminar conclude the publication. (YLB)

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# TRENDS

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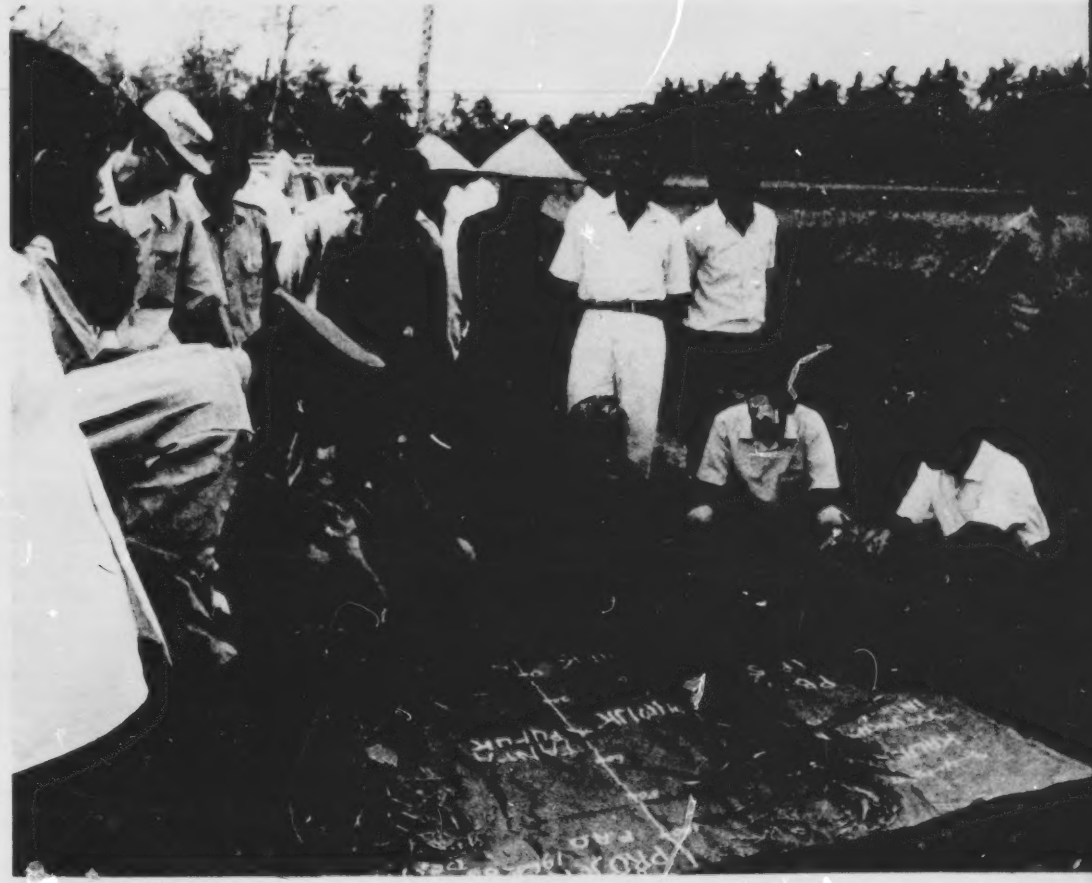

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This issue is made up entirely of extracts from Country Reports to the Unesco Regional Seminar on Adult Education and Development, November 24 to December 4. The extracts are not in any particular country order.


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DEVELOPMENTS AROUND THE REGION

This issue of Courier Service (No.21) contains selected exerpts from papers presented to the Unesco Regional Seminar on Adult Education and Development held in the Unesco Regional Office, Bangkok, November 24 to December 4. The exerpts have an emphasis on innovations in adult education in the countries of our Region. ASPBAE played a main role in the Seminar planning, design and discussion. The 1980 President of ASPBAE, Professor Jong-Gon Hwang, was a resource person responsible for the background paper on industrial and urban adult education. ASPBAE prepared the main background trends paper and another paper on important issues. The Secretary-General served as a consultant to the Seminar and there were ASPBAE participants from Fiji, Hong Kong, India, Malaysia and Singapore.

This issue contains extracts of the country reports and case studies presented at the seminar. They are presented here with the permission of the Unesco ROEAP (formerly ROEAO).

The final report of the seminar is available from ROEAP Bangkok, C.P.O. Box 1425, Bangkok, Thailand, and the Office also plans to publish the case studies and other background papers prepared for the seminar as a separate volume.

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EXTRACTS FROM CASE STUDIES: REGIONAL SEMINAR ON ADULT EDUCATION AND DEVELOPMENT

## INDONESIA

### Introduction

One of the efforts of Community Education (Penmas) is a program of vocational skill apprenticeship. This activity is designed to encourage and develop Community talents so that the productive skills of the learners can be put to use directly in the community.

### What is the apprenticeship?

In a broad sense apprenticeship is a learning process where the learners work voluntarily for the learning resource persons who have knowledge and skill in a certain field. The learners do not expect anything from the resource person except gaining knowledge and skill. Learners learn by doing at the hands of the resource persons.

Apprenticeship is a special kind of participatory learning where learning is done through work.

Some basic reasons why apprenticeship is a valuable form of education are listed as follows:

1. Skilled and Productive people are needed to develop a community, especially in rural areas
2. Natural resources especially in rural areas are waiting to be used
3. The existing potential resources of the community are not yet utilised
4. Large numbers of the community who are unemployed lack the skill and knowledge to obtain work
5. It is easy to organize people who intend to learn a certain skill in an apprenticeship program within their village.

### Objectives of Apprenticeship Programs

The philosophy of Penmas is that apprenticeship vocational skills should be fitted with Community local needs. Therefore the main objective of the apprenticeship program is: to provide knowledge and special skill to increase productivity and to encourage learners to open up new enterprises in order to fulfill the needs of daily life.

The Apprenticeship program described in this case took place in an auto repair workshop in Ciburuy village. The specific objectives of this program were:

1. to gain a special skill in auto repairing
2. to be able to start working in order to fulfill basic daily needs

The learner would be considered as a skilled auto repairman if:

1. he is skillful in welding, duco painting, body work and engine repair
2. he has the self confidence that his skill will be able to be used to improve his life and if he has the willingness to help others to gain the skill that he has learned.

### Description of the Case Study

This case study was conducted at Ciburuy village, sub-district of Cijeruk District of Bogor, West Java.

The study describes an apprenticeship program in auto repair which has been established since 1973. This program was chosen for study based on the recommendation of the Community Education (Penmas) Sub Section at District level which has evaluated the program and judged it to be successful in terms of its operation and impact which it has had upon the community.

### General

"Haur Geulis" learning group is an apprenticeship group founded in 1975. The word "Haur Geulis" is derived from the Sunda language and consists of the words "Haur", which means yellow bamboo, and "Geulis", which means beautiful: beautiful yellow bamboo. This term reflects the philosophy of the Penmas apprenticeship program; that is, those who complete the program will be able to apply and nurture their learning wherever they locate and also attract and guide the younger generation, especially young dropouts from the formal schools. This process should continue from generation to generation, with the numbers of skilled persons ever increasing like the single bamboo shoot that soon becomes 1,000 trees.

The supervisor of the "Haur Geulis" learning group, the Village Head of Ciburuy and the Community Education Field Worker (Penilik Penmas) offered the following reasons for implementing the "Haur Geulis" apprecenticeship program in Ciburuy:

1. Availability of dropout youths from elementary school, secondary school and high school, who lacked the skills for obtaining jobs; there were 38 such youths in Ciburuy in 1973
2. Availability of human resources who were willing and able to lead and teach the drop outs a valuable skill
3. Availability of an adequate infrastructure to support the program and a suitable environment to encourage the successful completion of the program.

## Implementation

1. Programming:

The Learning Program was planned by the organiser, the learning resource person, the Penmas Fieldworker (Penilik) and Head of the Village. The learners were not involved at this stage:

a. The role of the organiser:

In programming the activity the organiser had a main role in apprenticeship program. He planned the time schedule, the learning material, the funding and the evaluation of the learning activity.

b. The role of the resource person:

The resource person taught the course content decided by the organiser.

c. The role of the Community Education Field Worker (Penilik Penmas):

The role of Penilik Penmas was that of a consultant in technical assistance such as providing:

- a guest book
- an attendance register
- progress record of the learners
- inventory record of learning materials

Furthermore, the Penilik Penmas acted as monitor for the learning activity, visiting the group at least once a month.

d. The role of the Head of the Village:

He acts as a motivator for the learners and as a guide for guests attending the "Haur Geulis" Learning Group.

e. The role of the learners:

They are the receivers of the content of the learning program. They are expected to ask questions about anything they do not understand. They are able to ask the learning resource person directly any questions or to confer with the organiser.

## Technique

The teaching/learning method is largely demonstration. Approximately 80% of the lessons are demonstration, with only about 20% lecture. The learner receives instructions, observes a demonstration, asks questions, thinks about the problem and then tries himself. In the apprenticeship learning process the learners repeat what the learning resource person demonstrates. The learners' activities are always monitored. The resource person immediately answers any questions and helps clear up misunderstandings. In the evenings the learners discuss the day's activities among themselves, so the process of apprenticeship within the "Haur Geulis" learning group takes place continuously day and night.

## Evaluation

Learners were given the task of a practical nature to measure their performance. The tests were conducted by the resource person who would assign the learner a certain task such as cleaning a carburetor, disassembling and reassembling a motor. The results of the test were recorded by the resource person. If a learner showed no progress after being tested three times on the same problem he was given special assistance by the organiser.

In 1973 the learning place was able to accommodate only one car and there was no place for the learners to stay. Since 1978 it has been expanded to accommodate 15 cars.

Starting with a capital of Rp.110.000 the apprenticeship program now has a proper building and equipment. The program has an average daily income of Rp. 15,000 or Rp. 450,000 per month. ($720 per month).

## Motivation (Learning Yeast)

Among the things that motivate the organiser and resource persons as well as the learners are included:

a. visits from the government officials as well as persons from private enterprise and foreign visitors

b. aid in the form of equipment and consultancy from the government officials as well as from private enterprise

c. the improvement of daily income.

The success of the apprenticeship program of the "Haur Geulis" learning group has resulted in the creation of other new apprenticeship learning groups in Ciburuy and in other places in Serang District. The learners who have completed the program have demonstrated that they can find work in the government or privately and thereby improve their quality of life.

Three major follow-up activities have been conducted for graduates of the "Haur Geulis" learning group:

1. Technical Assistance:

The organiser of the "Haur Geulis" learning group supervised all

learners who have been able to start a new workshop. They were observed and supervised. The organise has loaned them equipment as well as assisted them in solving problems. Although the learners at first have worked by themselves, they remain under the supervision and control of the organiser. That way there is direct communication between the ex-learners and their headquarters ("Haur Geulis' Learning Group).

2. Employment Services:

Graduates from the program have been helped to find government as well as non-government jobs. When the learners get a job, the "Haur Geulis" Learning Group continues to give direction and guidance to the ex-learners as needed.

3. Forming an association of graduates:

The learners who successfully complete the program form an association so that they can periodically gather to discuss mutual problems faced in their work and thereby help to increase each other's level of competency.

Among problems may be mentioned:

1. A satisfactory method of instruction that accounts for individual differences has not yet been found. The difference in ability among learners is demonstrated by the fact that some learners finish a course in less than two years whereas others require much longer than two years to finish the same course.

2. Some members of the community consider the learners to be common, unskilled labourers, which dampens the spirit of some learners.

Conclusion

A great deal of useful information about the nature of learning activities in the form of apprenticeship programs can be drawn from the experience with the "Haur Geulis" Learning Group. These conclusions are especially relevant to Community Education personnel. The conclusions from this case study may be summarised as follows:

a. The apprenticeship program has been able to produce people sufficiently trained in a certain skill so as to enable them to easily find a job.

b. The learners are able to earn some money while studying.

c. The follow-up support for the graduates of the program is not difficult because they can immediately apply their skills either by working for themselves or for someone else.

d. The program is easy to coordinate because the learners during the process of learning continuously meet with the resource person and organiser at the same place and at the same time.





The following are some areas that need improvement to ensure the continued success and progress of the program:

a. The system of management of the program especially in management of the budget, maintenance of equipment and in communication between other departments with the Directorate of Community Education and with other outside agencies.

b. Long range plans for the continued use of the graduates as learning resource persons in other programs.

c. Continual support and development of the program to ensure its continuity.

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## PHILIPPINES

### Accreditation and Equivalency Program (AEP)

The Ministry of Education and Culture, through the National Educational Testing Centre (NETC) has evolved an accreditation and equivalency program which the Office of Non-Formal Education has helped strengthen for the out-of-school youths and adults.

Department Order No.32, s. 1977 of the Department of Education and Culture gave birth to the Accreditation and Equivalency Scheme for school leavers. Initially it has been intended to cater to the needs of this particular clientele group only. Initially, too, the NETC has started the program and maintained it to its present status.

The AEP includes a battery of education development instruments known as the Philippine Educational Placement Test (PEPT). The PEPT is intended to assess knowledge and work experiences in various areas of endeavour which will be given credit for academic equivalence. This will be the basis for grade/year placement in the formal system, for manpower training and/or job placement, for either promotional or training purposes and for self-fulfillment.

The test consists of two sets: (1) The Academic Achievement Test and (2) the Assessment Kit. The first is purely a measure of performance in various work experiences that school leavers might have been exposed to. The test has been prepared by the NETC staff.

The clientele who can be served by the program are:

1. those who dropped out of school for one year or more;

2. those who dropped out of the school and intermittently enrolled but did not finish any grade/year;

3. those who have not gone to school at all; and

4. those who are presently in school but are overaged for their particular grade/year level and are recommended by the school authorities to take the Philippine Educational Placement Test.

Applicants register their intention to take the test by filling required forms issued by the NETC. Each school division registers their own applicant-examinees during November and and December of every year.

It is noteworthy that continuing education for literacy purposes is being conducted not only in NFE pilot centres which are only one in every school division but also in Decentralized Learning Resource Centres (DLRC) of which there are about 800 in the country. DLRCs are used for production of materials for use in primary education. Training of teachers is also conducted in these centres.

In a few DLRCs, classes for applicant-examinees for the accreditation and equivalency program are being held. NFE coordinators coordinate the classes. Secondary school teachers are invited to teach these applicants. Honoraria for the said teachers have been a problem, though.

Self-learning kits have been thought of to help these applicant-examinees. With the help of the civic-organisations and the National Media Production we expect to realise this dream. This can be a motivation for more of the targeted clientele to participate in the AEP.

Participation

Of the almost 15 thousand school leavers in both primary and secondary education, about 48% have taken the PEPT; 20% of whom were given accreditation certificates and 28% were given equivalence certificates. Of this group about 10% went back to formal schooling.

Among problems encountered are:

1. lack of adequate knowledge about AEP to make the desired clientele appreciate its objectives;

2. cultural idiosyncracies in some places are very strong;

3. lack of incentives for those who desire to continue schooling like scholarships;

4. some test questions do not accord with the work experiences of some target clientele.



Possible improvements would be to:

1. convert existing public secondary schools into technical/training schools where a participant earns a secondary school diploma while undergoing skills training;

2. modify and improve the PEPT to suit the majority of the experiences of the expected clientele;

3. make available incentives like scholarships, study-now-pay-later plan, to successful participants of the PEPT;

4. allot more funds for regional testing centres and the Mobile Team;

5. provide funds for the modules/self learning kits and honoraria for teachers for the PEPT applicant-examinees.

## SRI LANKA

### Technical Education for Youth

The Sri Lankan education system has a high participation ratio at the initial stages followed by a steadily increasing drop-out rate in the higher primary and secondary classes. In addition to this the incidence of non-school-going group becomes a cause of concern.

Drop out rates by grade

| Grades | Rates |
|---|---|
| 1 - 5 | 44.6% |
| 6-10 | 16.8% |
| 10 (after 'O' level examination) | 28.9% |
| 11 - 12 | 8.9% |

This vast array of school drop-outs and certificated unemployed youth have posed a threat to the stability of the country. This has been clearly shown by the student insurrection of 1971 which at one time took the form of a violent attempt to over-throw the existing government.

Throughout the past three decades the policy makers and educational planners have taken several steps to revamp the system so as to obtain maximum efficiency. One of these measures was curricular reforms. This was most sustained and intensified in respect of subjects like science and mathematics at first stage and at a later stage. The whole curriculum of the Primary and Secondary levels was restructured. The objective of this exercise was to match the education system to the social needs of the country.

This relevancy was all the more emphasised in the sphere of technical education as the country had to satisfy the growing needs of an expanding economy. These training programs typically combine some form of academic and technical education in situations that closely resemble actual working conditions. In addition these programs place a high priority on developing positive attitudes towards work and a commitment to development. The introduction of such new programs has enabled us to satisify the manpower needs of the country enabling the youth to play the vital role it necessarily has to play in the development efforts of the country.

### 2. Technical Education Units Program

In order to assist the large number of school leavers and also to meet the demand for skilled personnel, the Ministry of Education started a technical and vocational training program for school leavers. This training program was started as a part-time technical training program in 1973 for school leavers and expanded in 1977 to an island wide Technical Education Unit Program. The Program consists of a full-time technical education unit program and a part-time technical education unit program for school leavers and drop-outs.





### 3. Full-time Technical Education Unit Program

The objectives of this program are:

a. To train school leavers for self-employment.

b. To impart skills to school leavers enabling them to secure employment in the public and private sectors.

c. To reduce frustration among youth and thereby promote the maintenance of social harmony.

d. To reduce migration of talent in technical work from the rural sector to the urban sector.

e. To instil correct attitudes which would enable them to participate fully in development work.

f. To promote the use of traditional technology and local raw materials wherever it is appropriate.

Under this program one or two units are organised in each electorate. These are attached to schools which are centrally situated and have workshops, science and agriculture laboratories and other facilities. The Principal of the school is in overall charge of the unit. He is assisted by a teacher who is appointed as the Organising Instructor of the Unit. He is a technically qualified member of the staff or one who has the experience and ability to organise this type of work. Visiting instructors are appointed from among technically qualified personnel or from very experienced craftsmen, technicians etc.

An Advisory Board under the chairmanship of the Hon. Member of Parliament of the electorate is set up. The Circuit Education Officer, the Principal of the school, the Regional Director of Education and other government officers are members of the Board. At least 4 members from among industrialists, experienced technicians, craftsmen, entrepreneurs are nominated to this Board. This Board is expected to help the unit to select suitable instructors and trainees and take steps to provide suitable buildings and equipment.

The equipment available in the school is used after normal hours. The Ministry of Education provides an allocation for the purchase of additional equipment. Recently steps have been taken to obtain SIDA aid to equip some of these centres. This equipment could also be used by the school pupils in the study of technical subjects.

Areas of training are selected to suit the employment opportunities available. Training schedules are prepared by the Instructors except in a few areas where the Ministry prepares them. Training schedules are approved by the Ministry and the appointments and payment to instructors are done by the Regional Directors of Education who supervise these units.

During each course three hours of training are done per day for five days a week for six months. Special care is taken to conduct five or more hours of practicals for each hour of theory. The trainees have to bear the cost

of raw materials and of the repair and maintenance of equipment. To meet the urgent need for trained personnel for the building trade viz carpentry, masonry, electrical wiring, plumbing and welding, a special program of training for 15 - 20 on 3 days of the week is now being worked in some units.

Each unit has to send a monthly report which contains the daily attendance, special work done, descriptions of items produced and of sales and products.

4. Some Innovative and Special Features

The Technical Education Unit program makes use of the existing school equipment to a very large extent. In general Sri Lankan schools have been provided with workshops, laboratories and special rooms to teach technical and science subjects. These have been equipped at a very high cost. Normally this equipment is used for about 4 hours a day during week days. They are unused for about 20 hours a day and also during weekends and during school vacations. The Technical Education Unit program is using this equipment for technical and vocational training and uses the existing facilities maximally for the benefit of the country.

There is a large number of technically qualified teachers as well as other teachers who are practical craftsmen. This program allows them to teach a craft and earn an additional income as well as to contribute towards national development. It gives recognition to these people.

This program has for the first time a large number of craftsmen and technicians who are given an opportunity to undertake an organised training program to an educated clientele.

Schools are now engaged in conducting programs that are of direct benefit to the youth of the country. The programs have given a 'second chance' to school leavers and unemployed youth to come back to schools and the training has helped most of them to go into employment. Thus it has improved the status of the Principal and the staff in the eyes of the public and brought the school and community closer.

The program has been extended to train employed persons to better their technical knowledge and improve their employment prospects. The courses are normally held in the evening or during the weekends or holidays.

Evaluation has shown that up to 1976 more than 40% of those trained had gone into self-employment. A survey conducted in 1976 showed that to place a trainee in employment under this scheme the expenditure was only Rs. 163.- This is a very low figure and the comparative expenditure in other short-term programs for employment runs into thousands of rupees.

8. Future

Problem areas are now being studied and steps are being taken to remedy shortcomings. The proposals contemplated are:

a. To organise a crash program to start more than one full-time unit in an electorate as well as to start the network of part-time units within two to three years.



b. To attract and motivate school leavers to participate in the training program by granting them a per diem.

c. To reduce the age of enrolment to 15 years.

d. To provide adequate means for:

   i) The supply of additional equipment as the program expands.

   ii) The supply of new equipment such as welding plants, drill lathes to meet the needs of the new training demands.

   iii) Keeping the training centres regularly supplied with consumables.

e. To appoint a competent person to organise monitoring and supervising the technical units program in each district.

f. To raise rates of payment to instructors.

g. To evolve techniques for the evaluation of these programs at district level.

h. To provide nationally recognised certificates of competence for those who successfully complete their training so that they would be able to present themselves for any test of trade skills by an employer.



## NEW ZEALAND

1. Training Development

A working party of the National Council of Adult Education on the Training of Continuing Educators suggested this project, and outlined several areas which might be explored by a full time field officer. Promotion removed the first appointee from the field in 1978, but the second appointee has now completed one and a half years in the field.

Firstly, the training needs for tutors were identified by the working party as induction, initial, basic and post-basic, with only the post-basic training leading to any form of qualification. This is largely because of the wide variety of agencies which provide adult/continuing education in New Zealand. Many of the tutors are only part-timers, and even for full-time tutors in the tertiary institucions there is little training available.

The second category of training needs is program planners, or directors, who may work in a wide variety of settings from university extension posts to community centres, voluntary organisations, community colleges, high school evening classes, or even positions supported by local bodies dealing with community development or recreation and sport.

The New Zealand setting, therefore, is one in which there are no recognised

qualifications yet in existence, there is no compulsory preparation for the work, and selection is on the basis of proven competence and skill. The National Council has no executive power to require attendance at courses and very little funding to subsidise any learning opportunities.

The project task becomes one of demonstration and persuasion, and nonformal methods which draw on the life experience of participants naturally commend themselves. Also, the absence of training programs in the past has meant that there are very few resource people to draw on for any practical training which is done. Truly a process of lifting oneself by one's own bootstraps.

In a busy eighteen months, our field officer, Mr Ron Hoskin, has concentrated on giving practical support to the program planners, using the rationale that they will be better prepared to arrange training for their tutors once they are more confident in their own roles - a multiplier effect.

He has developed a series of one-week residential seminar/workshops, which are highly experiential. As part of a process of discovery learning, program planners set their own agenda on the first day, which is a demanding and often tense situation. There are few - if any - outside resource people in attendance, and the course participants are forced to draw upon their own life and work experience to solve the problems and to meet the learning needs which they themselves have identified.

Typical agenda items will be needs assessment, goal setting, program leadership, organisational development, inter-agency co-operation, helping people learn, fund raising, tutor training, financial management, and evaluation.

Participants express a high level of satisfaction with the courses, and are beginning to work co-operatively in their home areas on follow-up discussions. The longer-term evaluation of the methods will be discussed towards the end of this paper.

Tutor training, the other half of this project, has been encouraged by providing consultancy to individual organisations, schools, or community groups, and by calling regional discussion meetings. Some non-formal courses have been offered by the universities, or by a number of agencies co-operating to provide modular training for interested people. A preliminary account of this work will be published in the National Council's next edition of its journal "Continuing Education in New Zealand".

## 2. Maori and Pacific Islands Continuing Education

Much of the direction for this project came from another working party, whose report on "Maori Adult Education" was published in 1972. One field officer, Mrs Ngoingoi Pewhairangi, has been appointed to encourage more non-formal learning opportunities in a community setting. Most of her work at this stage has been among the Maori people, although contact with the Pacific Islands communities is developing.

The marae of the Maori people has been a centre for community activities, including continuing education, for many centuries, although the importance of this function may have been diminished by the introduction of free and compulsory education for children. Cultural difference and socio-economic disadvantagement in many Maori communities has resulted in disproportionately low achievement levels by Maori students within the essentially European school system. It has emerged, through a continuing dialogue with the Maori communities around New Zealand, that a non-formal system, divorced from curricula and based in the community or on the marae, is the best learning opportunity for those who have had a negative experience of formal schooling.

New learning opportunities have been encouraged in a number of ways, invariably decided upon and controlled by the community itself. Sometimes these opportunities will grow around a children's pre-school project. Sometimes a crafts workshop or a cultural performing arts group; sometimes it will be through the self-help efforts of youth gangs who wish to substitute their alienated lifestyle for a labour co-operative project.

One of the most promising developments is in Maori language, many people having lost their knowledge of Maori due to the banning of Maori in the schools (in less enlightened times) or through the breaking up of rural communities and family ties when Maori people were attracted to the cities by better employment prospects.

In association with a Maori linguist, Mrs Katerina Mataira, community learning groups have been formed to acquire Maori fluency using the "silent way" proposed by C. Gattegno. The early results are extremely encouraging. The method uses the goodwill of fluent speakers of the language to give community-based non-formal lessons using a simple system which does away with formal grammar lessons or rules of construction. Students learn as a child learns - by listening, watching, and repeating. Even people who have failed to obtain fluency in polytechnic or university classes are reporting dramatic progress, and it is hoped that ongoing support for the working tutors will see a revival which is essential if the Maori language in New Zealand is to be saved.

## 3. Broadcasting Liaison

In a country as sparsely settled as New Zealand, communications are important, and innovations in distance learning are not new. This is outlined in a recent report of a Department of Education working party.

However, although radio has been used for many years to supplement school and correspondence lessons, it has not yet entered the era of non-formal continuing education. The government radio station network, Radio New Zealand, has recently established a Continuing Education Unit, to produce programs of an educational nature for its 30-odd stations, and the National Council's project officer, Ms Nicola Crutchley, works from this unit.

Her task, in brief, has been to encourage more radio stations to involve themselves with their communities in identifying and planning programs which will be more informative and instructive, and rely less on pure entertainment and music. Community groups are also encouraged to make approaches to radio stations and make their needs and wishes known, as well as learning the skills which will enable them to take fuller advantage of community access to the airwaves.

To set the example, the project officer, has worked actively to assist with the preparation and airing of pilot programs dealing with the women's movement, with trade unionism, and with the changing nature of the workforce in the '80s. One of these programs won a national award last year, although it needs to be

pointed out that the field officer is not a trained broadcaster. The approach to true community broadcasting relies on improving communications between the media and the community, in participative planning and program development, and upon a two-way sharing of skills.

The bastions of television, which is a state-owned monopoly, have yet to be stormed. TVNZ has been discussing educational television with educators for many years, but is only now beginning to develop policies and promise action. It is the hope of the National Council that the non-formal approach will also be used in this medium, and representations have already been made to the authorities to open the dialogue.

Experience with the broadcast media suggests that they do not serve well as principle educational tools. However, their coverage makes them important as stimuli to learning and reinforcers of participation in learning.

The ideal goal, from the viewpoint of the National Council's advisory committee on educational use of the broadcast media, is that educational broadcasts should be co-ordinated with non-formal educational programs, and supplemented by them. This will require plenty of lead-time, co-operative program development, good communication between educators and broadcasters, and co-operation between agencies. Example will continue to be the best motivator of broadcasters, educators and policy makers.

It is also felt that strictly "educational" programs should not be separated from other programs, either in filming or in programming. If producers are aware of the educational potential of documentaries, dramas, current affairs and other programs, then they can keep this in mind when making programs, knowing that colleagues in continuing education agencies will be engaged in preparatory and follow-up studies with students in the community.

4. Adult Reading Assistance

Because literacy is a relative term, adult educators in New Zealand have hesitated to use this word in discussing the encouragement of literacy and of adult basic education. However, studies indicate that there are between 50,000 and 100,000 people in this population of three million who have a major problem with reading and writing.

National Councils field officer, Mrs Rosalie Somerville, has provided strong support and encouragement to this work in the last two and a half years, and in this time the number of community-based schemes providing one-to-one home tuition by voluntary tutors has grown from 14 to 85 largely due to her support and active tutor training.

More than 3,000 tutors have been trained, and more than 3,500 adult students given practical help to achieve functional literacy. They have also asked for basic numeracy and for the "bridging" learning opportunities which will enable them to take up their continuing education again as adults.

The numbers who have difficulty with reading and writing are not seen as a cause for criticism of the formal school system. Some individuals are either not able or not motivated to learn during the compulsory school period of their lives, but it is the sincere belief of my Council that they are entitled to be given the chance to learn when they do become motivated.



There has been some favourable reaction from Government to this view. High schools have recently opened their doors to adult students, and most of them report a boost in classroom morale when adults return to study alongside school-age students. In the more basic work of help with reading and writing, some tertiary institutions have allocated a few tutor positions to the co-ordination and support of the voluntary schemes, and it is hoped that further evaluation of the learning experiences of adult literacy students will encourage more government recognition of the work, leading to the development of a full policy for practical support.

One of the major attributes for literacy tutors is the ability to understand how their students see the world about them, and to approach the work with an attitude which is supportive and not judgmental. It is estimated that 90 per cent of tutor training is concerned with the encouragement of right attitudes, and only 10 per cent with understanding phonics or the other literacy learning methods. Perhaps all adult educators have things to learn from this experience?

A major resource production in the past year has been a full manual on the training of voluntary tutors in adult literacy. It is significant that it has been titled "Sometimes Teacher, Sometimes Learner", for even when a well-educated person is helping another who is totally illiterate the learning process must be a two-way exchange, with full respect given to the life-experience contribution and the values system of the person being helped to learn.

"Measures" of learning are seen as repugnant if they are administered by a research instrument which intrudes into the confidential bond between tutor and student, but the subjective input of tutor-student pairs will be recorded as this project progresses. Indications are that adults are acquiring functional literacy at ten times the speed of children, and a one-tenth of the cost.

5. Evaluation

Each of the projects described has been well received both by educators and by the public. Each has drawn scores of enquiries and requests for help, and this help has been unstintingly given. Feedback has been constructive and supportive.

However, there is undoubtedly an obligation placed upon the National Council to justify the public funds which have been spent on allowing "free rein" to these field officers. How should this be attempted?

As a team of colleagues, the National Council staff has been impressed by the growing acceptance of participative research, or "shared" research, and believes that this is the method to adopt in evaluating innovations and planning future directions from them. The adult reading assistance work and the Maori continuing education project will launch such evaluations in 1981, and the other two projects in 1982. In doing this, the National Council will be looking for examples and guidance from colleagues elsewhere.

Each of the projects has been dealing with groups who are disadvantaged in educational terms, and it is probable that these groups will have important things to say to the rest of their fellow-citizens, and to those who formulate educational policy and fund educational programs.

## JAPAN

### Social Change and New Roles for Adult Education

#### 1. Changes of Social Conditions

In the course of rapid industrialisation and economic progress, Japan has undergone remarkable changes in social conditions. These changes have influenced adult educators in Japan.

The major changes may be listed up as follows:

a. Rapid increase of the aged caused by the decline of both birth and mortality rates.

b. Changes in the family size; the increase of one and two generation families and the decrease of the number of children per couple.

c. Increased leisure time owing to the decrease of working hours and the reduction of domestic chores by the use of the time-saving devices.

d. Concentration of population in the urban areas and the urbanised way of living throughout the country.

e. Birth of an information saturated society brought about by the high development of mass media and the increased use of computers.

f. Upgrading of the people's educational backgrounds; Nowadays, 94% of the population of the same age are enrolled in upper secondary schools and 37% advance to higher educational institutions.

g. Growing needs of the people tc catch up with new knowledge and technology.

#### 2. Two Aspects of Adult Education

Adult Education in Japan has two aims. One is betterment of the overall quality of life, and the other is improvement of vocational ability and skills.

With regard to vocation, adult education is largely conducted in the form of on-the-job training in the private and public enterprises. These enterprises have been making every effort to improve on-the-job training. The effectiveness of such training is widely recognised in Japan.

For the workers in general, the Ministry of Labour and prefectural governments run public vocational training centres which offer various courses to provide vocational knowledge and skills at all levels. As of 1978, 234,000 were enrolled in 415 public training centres.

Outside of the formal education system, there are educational institutions called "miscellaneous schools" which offer courses for vocational training as well as practical knowledge and skills. These courses cover a wide variety of subjects. The courses for vocational training include radio-TV apparatus, commerce, typewriting, bookkeeping, beauty care and nursing. Practical courses include foreign language conversation, music, flower-arranging, dressmaking. The requirement for admission to most of the courses is completion of lower secondary schooling or upper secondary schooling. The duration of the courses varies. A short course lasts for three months. The typical length is a year or longer.

In 1976, a law was promulgated to create, out of miscellaneous schools a new category of educational institutions called "special training schools" which satisfied the prescribed level and scale of systematic instructions. In 1979 there were 2,387 special training schools attended by 416,438 students and 5,508 miscellaneous schools with the students numbering 770,959.

Many universities and colleges offer extension courses dealing mainly with general education.

The municipal and prefectural governments establish and maintain citizen's public halls, libraries, museums, youth centres, women's centres, gymnasiums, etc.

By utilising these facilities, which are collectively called "social education facilities", the local boards of education organise study classes for adults, women, youth and the aged.

These classes offer courses mainly of general education and practical knowledge and skills.

#### 3. Adult Education and Women

Changes in family life, specifically, the prevalence of the "nuclear family" and the use of time-saving devices, have reduced domestic chores and stimulated the desire of housewives to study and work after having completed child rearing.

In 1977, 738,000 women attended adult education classes organised by local boards of education accounting for 70 per cent of the total people who attended. The main topics include English conversation, Japanese painting, pottery, gardening, bookkeeping, beginning management and local history.

In 1978, 34,000 women's classes were organised by local boards of education and women's organisations which were attended by 1,556,000 women. The main topics are household affairs and family life , child care and education, civic matters, health and safety, practical skills, vocational guidance, etc.

#### 4. New Demand for Continuing Education

The upgrading of the people's educational background has increased the demand for continuing education. More diversified, sophisticated and specialised courses are called for.

Newspaper companies, broadcasting companies and other private entities mostly in big cities have organised these courses to meet these demands.

The main topics dealt with in such courses include vocational guidance, household affairs and family life, general education, artistic skills, etc. In 1971 366,000 attended these courses and out of those attending 70% were women.

NHK (Japan Broadcasting Corporation) broadcasts general educational TV and radio programs including foreign language courses. These programs are used in adult education in the form of individual study or of an adult education class.

An increasing number of universities and colleges offer extension courses. In 1978 313 courses were organised by 175 universities and 120,000 attended. The topics of such courses are education, environment and pollution, politics, economics, agriculture, horticulture, foreign language, sports, etc.

As a response to the demand for more specialised knowledge, a few prefectural and metropolitan boards of education have already organised systematic and specialised courses in collaboration with the universities, colleges and upper secondary schools.

5. Restoration of Communal Ties

As a result of industrialisation and urbanisation solidarity among inhabitants of communities have been weakened remarkably both in urban and rural areas. Ways and means to strengthen solidarity in communities are being sought.

The municipalities establish citizens' public halls as a symbol of communal ties. Citizens' public halls, run by local boards of education, offer various regular courses, encourage citizens to organise study groups and athletic clubs and hold lecture meetings. The local governments also establish museums to preserve and exhibit cultural heritages of each district.

The local boards of education encourage their citizens to learn traditional music and dance, to restore festivals once abandoned and to collect and study folklore.

Volunteer activities such as helping the aged and the handicapped are encouraged. For this purpose, the local boards of education offer courses for potential volunteers. The local boards also recruit and register voluntary leaders for study groups and athletic clubs. The list showing their special abilities and times when they are free are kept in citizen's public halls and any group can ask volunteers to help. This sytem is figuratively called "the bank of human resources"

6. Better Life for the Aged

In 1979 the ratio of the age group over 65 to the whole population was 8.9% and it is estimated that it will increase up to 18.8% by 2020. Efforts are being made to prepare for the ageing society by means of finding suitable jobs for the aged who can work, and improving the pension system and the medical service system.

In the area of adult education, courses for the aged are organised for them to increase mutual understanding between generations, to understand the changes of the society, to study liberal arts, to maintain and promote health, and to learn and perform traditional arts. In 1979 22,000 classes for the aged were offered by the local boards of education and 1,080,000 attended.

Many aged persons also attend adult classes organised by the local boards of education. The aged are the second largest group of participants next to women.

With the purpose of encouraging the aged to participate in the educational and cultural activities in the community, special programs are organised by the educational boards to utilise knowledge and skills possessed by the aged. Talented aged persons are recruited and participate in training courses to become good leaders in social education activities. After finishing the courses, these old people become lecturers of various classes according to their talents and abilities. In classes for children, the aged teach children how to make traditional toys from wood, bamboo and paper. In classes for women the aged teach how to prepare traditional dishes. In 1978, 178 local boards of education organised these programs and 1,400 old people became lecturers.

7. Role of the Ministry of Education, Science and Culture

In order to promote adult education, three factors are needed, namely facilities, specialists and leaders and educational activities.

a. As for facilities, the Ministry of Education, Science and Culture has set up the standards for establishing and operating citizens' public halls, libraries and museums. By granting subsidies the Ministry encourages the local governments to establish these facilities. In 1979, 409 citizens' halls were build by the municipalities and 49 libraries and 17 museums by prefectural and municipal governments. In the fact of great needs for these facilities, many local governments are planning to increase the number of and improve the quality of such facilities.

b. As for specialists and leaders, the Ministry regulates the qualifications of key personnel in adult education by law. The Social Education Law stipulates basic requirements for social education officers, who are assigned in local boards of education to give advice and guidance to those who are engaged in social education. According to the Social Education Law, boards of education of prefectures, cities, towns and villages are required to have social education officers. In 1978, there were 6,059 social education officers. Out of these, 1050 were officers delegated to municipal boards of education by prefectural boards receiving subsidies from the Ministry of Education, Science and Culture.

The qualifications for librarians are regulated by the Library Law and those of museum staffs by the Museum Law. These qualifications can be obtained by the completion of the courses in universities. These can also be obtained by completion of the special training courses. (In the case of museum staffs this is done by passing the national examination.)

To enhance the quality of personnel engaged in adult education, local

boards of education organise on-the-job training courses. They also offer training courses for volunteer leaders of adult education.

The Ministry of Education, Science and Culture subsidises the partial cost of these training activities carried out by prefectures. In addition the Ministry runs training courses at its own institutes such as National Training Institute of Social Education, National Women's Education Centre and National Youth Centres.

c. As for activities, the Ministry encourages through subsidy local boards of education to set up model classes or to try new programs. In 1979, the Ministry subsidised 13,98[illegible] classes and provided subsidy of 293,389,000 yen for the programs promoting voluntary activities of youth, women and the aged. The Ministry also supported 32 prefectures in diffusing information on adult education in each district through television broadcast and distribution of the booklets.

From the Ministry's viewpoint, the main objectives to be accomplished are the diversification of the opportunities, the improvement of the content of adult education and the systematic dissemination of more detailed information through various media.

The Ministry began to provide subsidies to several prefectures for the construction of integrated social education centres. The centre conducts practical study on curricula and teaching methods, organises training courses for key personnel and leaders, and collects and distributes information.

The Ministry is planning to establish a new university which will make higher education more accessible for working youth and adults by making use of TV, radio, printed teaching materials and schooling. This university, when it is founded, will make significant contributions in enhancing the quality of adult education.

The Ministry's Central Council for Education has been deliberating on life-long education in Japan since late 1977, taking into account the recent social changes, the educational functions of the family and community as well as schools, and personal goals in each stage of the life cycle. The Council is expected to submit a report in June 1981, in which recommendations will be made regarding fundamental policies to promote adult education in Japan.

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## LAOS

### Adult Education Program

Even though our country was liberated we have met many difficulties and problems which the old regime left for us to solve such as socio-economic problems, but the cadres and people tried to work hard to organise the literacy classes by referring to the slogan "Learning means patriotic". The more educated teach the illiterates, those who know how to read should teach the illiterate and they took it that learning is one part of national defence and construction. So they tried to use all the means available in their locality for organising the literacy classes during the day time, in the evening, during spare time, using self-instructional materials, learning from students, children teach their parents at home and learning in the pagoda. For the cadres the government allow them to study in working hours one day a week without cutting down their salary. The important thing that we have done so far there were the pilot centres. In the provincial level we take one district as a pilot centre and in the district level we take one village as a pilot centre: we found that it succeeded.

The mass organisations had also motivated the literacy activities and at the same time they also mobilised their members to participate in this program.

The instructors were chosen from among the members of the mass organisations and those cadres who have a sufficient level of education to teach, the general education school teachers, students and monks also participated in teaching.

For the literacy teachers the government has the policy to give them some bonus for buying for personal use: more than that the people also distributed food and some necessary materials to them. When they finished their task as literacy teachers in their village the local organisations have to look for jobs for them. They may be find them work in the local cooperative or send them to study in the primary teachers' training schools or send them to study in the professional schools.

### Structure of Administration

In implementing the above program, the Ministry of Education, Sports and Culture has the sole responsibility at the central level. However, all activities are carried out by the Department of Adult Education and Complementary Education. There is also an organisation of the party central committee to eliminate illiteracy and complementary education at the national level, in which the President of the Lao People's Democratic Republic is the leader; the Minister of Education, Sports and Culture is his deputy and many members of the central committee in charge of various government bodies are also involved. This organisation is also responsible for the national effort to combat illiteracy and to mobilise all forces in the central party, the mass organisations to completely wipe out illiteracy among our people as rapidly as possible.

At the provincial level, the provincial service of education, sports and culture takes full responsibilities for this program and at least one provincial board member is in charge. Within the district there is also at least one district board member in charge and at the local level; and in various education institutions, there must be at least one person holding full responsibilities for the elimination of illiteracy at the grass roots level aiming at supporting the party central committee and the government bodies to enhance their capabilities to fulfil their tasks of eliminating illiteracy.

Apart from these, in every ministry, government department, the mass organisations, factory, military, police and education institutions also have the responsibilities to fulfil the task of eliminating illiteracy and complementary education.

The project has been implemented in government departments, factories, cooperatives, state farms and in the army as well as in the police of every

province. This program can be implied in many ways and means to suit the local peculiarities and conditions.

After finishing the literacy program the complementary education should start right away by organising these 3 types of boarding school:

- Government boarding school for giving complementary education to the cadres of the central right down to the district level.
- Complementary schools for peasants and workers at the central and provincial level.
- Schools for the young people from ethnic minorities of the provincial and district level.

Literacy and Complementary Education Programs in Mountainous Areas

This is a difficult task but it does not mean that it cannot be solved. Many ethnic minorities have already become literate. For example the Lao Theung people at Paklong (a village) in the province of Sayaboury have become literate. As a result, these people enjoy better living standards and have improved their food situation. Their old superstitious beliefs have been abandoned and their knowledge of hygiene has improved. For instance a superstitious belief of the Lao Theung was that their secret ceremonial dance can only be danced at one place on specific days. It was thought that if anyone performed on the wrong place and occasion a tiger would come out and eat them. This belief has been eliminated.

Having drawn some lessons from the rural regions in the mountainous area in implementing the elimination of illiteracy program and to fulfil the task, primary schools have to be built in every village and 4 or 5 youths from each village should be called for schooling. These boys, then can take turns to combat illiteracy in their village and to improve their own education. When every youth in the area has completed his primary schooling, a boarding school for complementary education has to be set up immediately.

The main priority in our first 5 year plan is the complementary education which is the essence of adult education and must be extended much further than just being literate. The next task is to establish the curriculum for this project, the content of the course and building up schools which would be the firm base for heavy industries, agriculture and forestry and other types of boarding schools.





HONG KONG

An example of voluntary effort and lobbying to secure Government support for the non-governmental sector.

Government Policy

The Hong Kong government provides free primary education to children since 1971 and three additional years of free education to secondary students commencing in 1978. The Education Department focuses its activities on full-time formal and vocational educational programs, leaving the bulk of adult education activities to be shouldered by social welfare and educational voluntary agencies.

Organisations offering courses for adults may be grouped into:

1. Government: Adult Education Section and technical institutes under the Education Department
2. Autonomous institutes: Extramural departments of the two universities and the Polytechnic offering part-time (day release/evening) courses
3. Voluntary agencies:
4. Private Evening Colleges and Schools (profit and non-profit making)

In terms of levels, literacy program and secondary education are offered by the government and voluntary agencies. Vocational and post-secondary courses are offered by all four groups, whereas courses of a professional nature and courses of a higher academic attainment are only offered by the two universities and the Polytechnic.

Short courses account for the great majority of the total number of courses available. Structured courses (mostly of one or two years duration and leading to certificates or a public examinations) are featured prominently in secondary, vocational and professional courses.

The great majority of courses are still being taught in the classrooms. There is however a growing number of courses being offered by other means. Multi-media delivery has been experimented with and the essential components are television, radio, correspondence, tape cassette, programmed text, telephone, newspaper and face-to-face teaching. Various combinations have been used for a range of subject matters.

Some Problems Faced

1. Government tardiness: The government's contribution to adult education in Hong Kong is realised mostly in the courses offered by the Adult Education Section of the Education Department. Although it is due to expand in the next few years, their work amounts to a small fraction of adult education work in general.

   Government has been slow in subsidising agencies involved in adult

education, thus making the development and expansion of adult education much more arduous than it should have been.

2. Weak financial support: Financially, adult education work in Hong Kong suffers from lack of funds as the Government rigidly adheres to the policy of self-support and this invariably penalises those who cannot afford to pay the fees. For example, the tuition fee for an average extramural course of one US dollar per hour is believed to be the highest among all Commonwealth countries. Unless the Government is willing to budget for adult education work there is little hope for improvement, and adult education is likely to remain a marginal activity in the overall education development scheme for the next decade.

3. An imperative need for trained personnel or professionals: according to an informal survey there are about twelve 'formally trained' adult educators in Hong Kong. (Certificate 1, Diploma 9, Masters degree 1, Doctorate 1.) If adult education is to be recognised as a true profession, there is a strong case for the establishment of some formal training program, both at pre- and in-service levels.

4. Adult Education work is not co-ordinated. Overall planning, monitoring, research and evaluation have been sadly neglected.

## The Role of the Association of Continuing Education

The formation of the Hong Kong Association for Continuing Education was first initiated by a group of adult education practitioners coming from more than 10 leading institutions in Hong Kong in 1972. It was officially established in 1975. It is an organisation committed to the advancement of adult education in Hong Kong. The Association has passed its first years of infancy and is now at the stage of consolidation.

The following are its key objectives:-

1. To promote and co-ordinate continuing education in Hong Kong.

2. To develop better public understanding of educational needs.

3. To encourage members to carry out regular evaluation of their programs.

4. To recommend particular continuing education projects or policy for government and public support.

5. To maintain close relations with similar organisations overseas.

## Green Paper 1977

In November 1977 a Green Paper on "SENIOR SECONDARY AND TERTIARY EDUCATION" was put out by government in which there was a clause which read:

> "11.10 The private sector will continue to remain important in the provision of adult education. The adult education provided by voluntary organisations is not subvented by Government at the present time, but the Government will consider the need to assist voluntary organisations with selected activities which are not covered by the Education Department's own services."

It drew some strong reactions from voluntary agencies for being too vague. The Hong Kong Association for Continuing Education quickly sent in suggestions and also helped other groups to formulate their ideas.

## White Paper - 1978 - A Policy for the Next Decade

The resulting White Paper on Senior Secondary and Tertiary Education made provision for the following clauses:

> A scheme of subvention will be introduced for adult education. Suitable courses for subvention might include:
>
> (a) courses designed to improve basic literacy in Chinese;
>
> (b) general education for particular groups, such as factory workers and fisherfolk (including re-orientation to land-based living);
>
> (c) re-orientation and Cantonese-language courses for newcomers to Hong Kong from other parts of Asia;
>
> (d) social and moral education;
>
> (e) activities in geographical areas not covered by the Education Department's services.
>
> "Non-profit-making voluntary organisations will be invited to propose suitable courses in terms of these guidelines, which will be subvented on a project basis (i.e. not annually recurrent, though renewal of subvention will be considered annually, subject to satisfactory progress with the project and availability of funds). Activities proposed for subvention must meet a demonstrable demand from low-income groups and be of benefit to the community at large. Any subvention would be limited to a contribution towards the cost of staff and essential equipment. Students would still be expected to meet part of the cost of the course, though those from eligible families may in certain circumstances be assisted with their fees through the public assistance scheme."

In 1979 the Hong Kong Association for Continuing Education was informally approached by senior government officials of the Adult Education Section of the Education Department concerning a proposed scheme of subvention related to the policy set up in the White Paper on Senior Secondary and Tertiary Education published in October.

During the exchange, it was understood that the Education Department would

introduce a set of guidelines for voluntary organisations that want their non-profit-making adult education programs to be subvented by Government to comply roughly with the following:

1. Consideration will be limited to proposals for activities which are not already provided by the Adult Education Section and Technical Education Division of the Education Department or for activities which, though already provided by them, do not meet current demand for places from eligible applicants.

2. Proposed activities must be of a 'retrieval' nature, i.e. designed specifically to meet the needs of those who do not have the advantage of a strong formal education, and the project concerned must meet demonstrable public demand from low-income groups and be of benefit to the community at large, and the project should also be provided on a strictly non-profit basis.

3. Subvention can be considered only a contribution towards the cost of staff directly engaged in the proposed activities and essential equipment and no project will be subvented unless students pay fees towards part of the cost of the course. (Students from families assisted by the public assistance scheme may apply to the Social Welfare Department for these fees to be taken account of in the Department's assessment of their needs.)

4. Subvention will be considered on a project basis and not on a recurrent annual basis. A project is defined as an activity or a series of activities in the field of adult/continuing education, with specific objectives that can be achieved in one year.

5. Renewal of subvention arrangements would be considered on an annual basis and be subject to satisfactory completion of the current agreed project, relative priority of other proposed projects and the continued availability of funds.

6. In the first year of any subvention scheme each participating voluntary organisation will be permitted to undertake one project only.

The Association was invited to advise the Education Department on the following:

1. The number of voluntary organisations offering non-profit making adult/continuing education programs who are likely to be interested in obtaining government subvention.

2. The total amount of subvention needed for the year 1980-81.

In a survey conducted by the Hong Kong Association for Continuing Education it was found that both the return rate 5.03% and the rate of organisations interested in application for the subvention 1.87% were quite low. This might reflect that not many organisations have been providing adult education or are not aware of the subvention scheme, or were not ready to deviate from their other subvented work since there was no subvention for adult education



before, and that they had no reserves to embark on it.

However, the organisations applying for subvention were submitting a wide range of interesting adult education activities.

In the end government approved a total of $650,000 Hong Kong to 18 organisations. The scheme was effective as from September, 1980.

Although this scheme is less than a drop of water in the ocean of needs, the Hong Kong Association for Continuing Education still views it as a sign of greater things to come; their effort has certainly made an indelible impress on many of those concerned with development.

It is the NGO that best help in the full and proper development of adult education; no government can do education alone much less adult education. So let them involve the voluntary organisations and maximise their good will resources and initiative.

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## THAILAND

Thailand has interpreted her approach to the eradication of illiteracy as "Kanseuksa Phuyai Baeb Bedsed" or "Functional Literacy and Family Life Planning". The aim is to help adults to acquire critical thinking through group discussion techniques. A great deal of information is shared, individual apprehension and difficulties can be cleared up, and some group consensus can be reached. To seek further information has always been encouraged so as to advocate learning how to learn and eventually put ideas into practice and ideally to multiply the effect to the community as much as possible. Reading and writing instruction becomes a by-product rather than the main object.

The unique condition in region 2 in the South of Thailand is that the people are of two different cultural and ethnical backgrounds. One, being the Buddhist group who speak the Thai language, live predominantly in urban areas and are mostly government officials. The other, being the Muslims whose dialect is Malay, live in rural areas and work as farmers, growing rubber trees, fruit trees, rice and fishing etc. The major cultural differences include belief, values, language, food, dress and pattern of social interaction.

The illiterate adults can be classified into three categories. Falling in the first category are those who cannot read and write Thai but speak the language; the second, are those who cannot read and write Thai but read and write some Malay or Arabic and their native dialect is Malay; while the third, can neither read nor write any of the languages and speak only Malay dialect. The third category constitutes the largest of all the groups.

Since villagers in region 2 speak Malay as their native language it is necessary to develop unique materials and methods for teaching literacy skill in Thai.

In preparation of materials, the Secretary of the project has compiled two books; titled "How to Change Human Behaviour" and "Adult Education in Thailand" to

serve as handbooks for adult education practitioners in region 2 and also for distribution to educational institutions all over the country.

After extensive discussion some guidelines of a philosophical nature relevant to the needs and conditions in the south, were agreed upon. Thereafter, officials from region 2 in collaboration with some officials from the Department of General Education designed questionnaires for base line surveys of professions, economy, health, and attitudes toward family life planning, civic responsibilities by acting on sampling surveys of varieties of professions, economic and educational levels from provinces in region 2 on the one hand, and with several governmental units on the other. The Survey was carried out between January and March, 1973 in which one thousand and two hundred people were interviewed.

Curriculum Development

After the materials had been prepared and approaches tested, an operational seminar in developing curriculum was scheduled. The aim was to analyze the data obtained from the villagers; the rubber tappers, rice growers, salt producers, and fishermen on one side and the government officials such as revenue officers, conscription officers, agricultural officers, local administration officers, police officers, mayors, veterinary officers, public prosecutors, bank managers, Islamic judges etc., and to arrange in the order of real prevailing conditions, and problems arising from the existing environments and suggested alternatives for further discussions to solve the issues.

Reading materials were designed in such a way that they present the real conditions, problems and alternatives for further discussion which were considered to be a crucial part of the process of Functional Literacy and Family Life Planning Program towards helping learners in more critical thinking and attitudinal change.

Another operational seminar was held to develop teachers' manuals, loose leaf exercise materials in Thai language and arithmetic, applying techniques consistent with adult psychology and learning theories, facilitating instructors in conducting educational group discussions that help the participants to adjust and improve their daily lives.

Evaluation has been employed as a continuous process to assess achievements and ensure th continuing of the total program. Close contact with the Division of Adult Education has also been maintained through periodic reports and meetings.

It was agreed that the first pilot project would have to start with ten classes and it should be in one area. This was for the purpose of evaluation which should not only be confined to the ability in reading and writing or the change within the participants but also to determine the extent of improvement in the living quality of participants and the influence affecting the community as a whole. The area should have sufficient numbers of illiterate adults for ten classes and be geographically not to difficult to visit and supervise.



In selecting the location the committee had to bear in mind, firstly, the criteria agreed at the meeting and secondly the fact that the location determined in such a way that it started in one of the four provinces in region 2, then select district and tambol (sub-district). After the decision was reached, the committee approached the local authorities such as District Officer, Education Officeers, and Community Development Officer. Consultation with local leaders such as Village headmen, Religious leaders, Principals of village schools were also sought. The preliminary understanding was diffused as to what the programs were like and then left the task of selecting prospective instructors suitable to the project for them to name and submit to the committee. The ideal instructors should combine day teachers, local leaders, both administrative and religious. Ten would do the teaching and five reserves as promotors.

Realising the fact that unless teachers gain competence in the duties entrusted to them, the affective domain will not occur and the success of the program would be doubtful. Therefore a very careful and extensive pre-planning exercise was carried out including the development of training materials.

The instructional strategy employed in the workshop was skill training and demonstration in teaching Functional Literacy and Family Life Program. Cognitive information was provided through reading assignments and discussion with occasional input from resource persons to help participants get more insight.

Teachers came to the workshop anticipating the typical format of lectures by the supervisors and staff including talks by the officials and experts. Although teachers were slightly frustrated at first, they soon became highly enthusiastic about their own active involvement in their training.

The practice of training teachers by the same methods and techniques which they were expected to apply in working with villagers proved to be quite successful.

After the ten experimental classes proved successful, the Yala Lifelong Education Centre has adopted the new approach of more Functional Literacy and Family Life Planning Program.

Activities in relation to community development from the FLFLP students have included: (1) 43 projects completed in the area of health and livelihood such as home beautification campaigns for sanitary toilets and family life planning. (2) 119 projects in helping village elementary schools such as fencing, building desks, stools, and additional temporary classrooms. (3) 379 projects completed in the area of civic responsibilities such as building roads, cleaning public places (mosques, tomb compounds) shelters, and newspaper reading centres.

The Functional Literacy and Family Life Planning Programs properly conducted in accordance with its philosophy and objectives can be a great contribution to socio-economic and cultural development of the country.

## PAKISTAN

### State of Literacy

The literacy rate in Pakistan according to 1977-78 statistics came to 19.8 per cent for the total population (29.4 per cent for males and 9.4 per cent for females) and 23.7 per cent for the population of 5 years and above (35.5 per cent for males and 11.5 per cent for females). In rural areas the literacy percentage comes to 14.3 per cent (23.6 per cent for males and 4.7 per cent for females). In urban areas the literacy percentage is 41.5 per cent (49.9 per cent for males and 30.9 per cent for females). Only 27 per cent of age group of 10 years and above are literate and only 8.7 per cent of age group of 25 years and above are literate.

These statistics show wide disparities among different age groups and areas. Literacy is extremely low in rural areas and particularly among females. Extremely low participation and high drop-out rates, particularly of females, aggravates the situation further. To enable children, out-of-school youth and adults for active participation in the economic, social and cultural development of the country, the need for evolving suitable structures, teaching methods and materials, contents and developing management and evaluation systems seems imperative.

Education in Pakistan is in a state of transition. The contents of education are undergoing revision. New strategies are being devised to achieve the goals and aims of education in Pakistan. Unutilized and underutilized community resources are being mobilized. The National Education Policy 1979 is the first in recognizing the great potential of our indigenous institutions in bringing the desired change. Deviation from alien models are building up on a better strategy, thus giving necessary confidence and assurance for future planning and programming of educational efforts in the country.

The formal system of education alone cannot meet the challenge due to limited financial resources and other pressing demands of the nation. The need for introduction of non-formal system of education is, therefore, considered imperative to provide facilities to the out-of-school youth, rural female population and adults to become literate, learn some skill vocation or trade.

A number of programs to promote adult education and functional literacy through revitalisation of indigenous institutions are being launched. Prominent among these are:

1. Experimental Pilot Project Integrating Education in Rural Development (EPPIERD).

2. Integrated Functional Education Project (I.F.E.)

The overall aid of EPPIERD is to develop effective methods of assisting children, young people and adults in rural areas to prepare them for effective integration into the economic, social and cultural development of Pakistan.



Educational and functional programs closely related to the realities of the rural life are being developed through the use of the following indigenous institutions:

a. Mosque Schools
b. Mohallah Schools
c. Women's Education Centres
d. Village Workshop Schools

The Integrated Functional Education Project (I.F.E.) is a part of the Functional Education Program of the Allama Iqbal Open University, Islamabad. The project is an illustration of the central objective of the University which aims at providing life-long and continuing education to working adults, housebound ladies, handicapped persons, in-service teachers and the people living in the remote areas of the country through its multi-media delivery technology. The idea was first conceived by the University in 1975.

### Objectives

The basic objective of the project is to develop an initial approach to integrated non-formal education in rural Pakistan by giving the learners functional literacy to write effectively and read with understanding. The project adopts an educational package approach consisting of the following three major components :

a. Functional Education
b. Functional Literacy
c. Skill Training

### Adult Education and National Plan Perspectives

The National Education Policy 1979 seeks to train people for productive work and inculcate among them the willingness to continue to learn and develop their capacities. A total mobilization of community resources including the use of mosques, civic buildings, Mohallah Schools, Village Workshop Schools, etc. is being arranged for spreading the benefits of fundamental education and functional literacy. Effective participation of local communities in the development and maintenance of educational facilities is to be ensured. To meet these objectives, the Policy suggests a number of operational programs to promote adult literacy and functional literacy:

a. Exploitation of Community Resources
b. Establishment of Adult Literacy Centres
c. Organisation of radio and television programs
d. Training of Adult Literacy Workers
e. Creation of Student Volunteer Corps

#### a. Exploitation of Community Resources

Community resources will be harnessed to promote literacy throughout the country. Teaching of the Quran and the literacy skills will be developed in mosque schools numbering 5,000 at the end of year 1983. In Mohallah

Schools, where elderly ladies teach the Quran, home economics-oriented skills will be developed among girls in addition to literacy programs. 5,000 such schools will be established by 1983. About 1,000 Village Workshop Schools would be established by 1983 in a phased manner to impart useful skills like masonary, carpentry, agricultural implements, etc.

b. Establishment of Adult Literacy Centres

10,000 Adult Literacy Centres will be established. 5,000 centres will be sponsored by the Ministry of Education and the remaining by (a) Community Viewing Centres of Pakistan Television Corporation, (b) Marakaz (Centres) of Integrated Rural Development Project, (c) Study Centres of Allama Iqbal Open University, (d) Social Welfare Centres, and (e) Infrastructure of the Population Planning Division.

c. Organization of Radio and Television Programs

The Allama Iqbal Open University, through its multi-media delivery technology will organize radio and television programs, preparing special booklets and reading materials for adults and mobile operation units in the rural areas.

d. Training of Adult Literacy Workers

10,000 workers to be engaged in the Adult Literacy Centres will be trained at the Allama Iqbal Open University. The training of 5,000 adult literacy workers will be sponsored by the Ministry of Education while the training of the remaining 5,000 workers will be sponsored by the concerned agencies.

e. Creation of Student Volunteer Corps

Senior students of B.A./B.Sc., M.A./M.Sc., levels will be inducted to launch the programs of adult literacy.

Adult Education and Development of Rural and Urban Areas

The over-riding problems in the development of the economy are the ignorance, low rates of literacy, higher rates of drop-outs at school level, lower standards of living, poverty, health and nutrition, means of communications, social and religious barriers, etc. The programs so launched or to be launched would mainly aim at the promotion of literacy which will in turn awake the civic awareness in the masses for participation in the community development programs. The training in functional literacy and skills will provide an incentive to the adults to participate in the nation-building programs and involve themselves in the production-oriented vocations or trades.

Mohallah School has the potential of gradually developing into centres for the production of articles of daily use and handicrafts and thus earn livelihood for the rural population. Utilization of the potential existing in the form of these schools will provide a fillip to the universalization of education among rural female youths and adults. Women Education Centres in 2 villages market their produce to the cities and thus make earnings for these Centres and the women working there In other villages the materials produced in these Centres are at present primarily used for home consumption.

The Village Workshops are engaged in imparting functional literacy, teaching basic vocational skills. These Workshops produce small agricultural implements, household furniture and poultry. These Workshops will eventually become production-oriented and thus are expected to improve the economic conditions of local communities. Such Workshops will inculcate a spirit of self-help, self-reliance and mobilization of local available resources amongst the local communities.

The programs of the Allama Iqbal Open University are mainly trying to produce a reservoir of trained teachers and workers whose services would be utilized for furtherance of the objectives set forth in the National Education Policy. They will also promote a sustained motivation in the people for popular participation in such programs of community development and promote economic wellbeing. This will ensure greatest dividends and rewards to the nation in the coming future.

Problems and Difficulties

Any innovative program will encounter some problems. The community may not respond to the novel ideas and innovations in the field. Co-education is not socially acceptable in rural communities. Education of female children, therefore, does not take roots in facilities created primarily for males. Identification of trades/skills relevant to the area may be difficult. Learners may leave as and when they get a suitable job in and around the community.

The overall problem in the field of adult education continues to be the coordination of a number of agencies involved in the program of adult education through the formal and non-formal arrangements. There is now a general feeling that coordinated efforts would have to be made to resolve the problem of adult illiteracy. The National Education Policy has, therefore, stressed the need for coordination in the efforts for promotion of adult education. The Policy provides the establishment of an organization to be known as the National Council on Adult Education with its nucleus at Allama Iqbal Open University. The Council will have representation from all Government agencies involved in the program. 12 representatives of the non-government organizations including at least three representatives of females will also sit on the Council. The Council will coordinate all efforts in this field, channeling funding in the field of adult education and mobilize new resources for the purpose.

The need is to motivate the people and mobilize community resources through coordinated efforts of the government and non-government agencies. Limited financial resources and other competing demands of great urgency lower the expectation for an early and easy solution to the problems of adult education. There is a strong need to harness and tap community resources, generate our own funds through production-oriented skills and promote the indigenous character of our institutions.

There is a very limited space in the conventional system of education for promotion of literacy among primary school drop-outs, rural women and adults. The stress is, therefore, on non-formal systems of education. A number of agencies, like Allama Iqbal Open University (F.L.P. &/I.F.E.) EPPIERD (Mosque Schools, Mohallah Schools, Women Education Centres, Village Workshops), National Council for Social Welfare, Adult Basic Education Society (Naya Din Primer) and Educational Television are engaged in literacy and adult education activities in the country. There is ever increasing demand that concerted and coordinated efforts should be initiated from the government to the village level to overcome the problem.

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## MALAYSIA

### Present Provision of Non-Formal Education - Some Examples

#### Trade Unions and Non-Formal Education

Malaysian trade unions have in recent years been promoting non-formal education for their members. After exactly 30 years of experience the larger unions in particular no longer concern themselves with purely 'bread and butter issues'. Although there is as yet no organization in Malaysia comparable to the Workers Education Association in the UK or Australia, the fact remains that almost all unions have an Education Committee. In addition the MTUC (Malaysian Trades Union Congress) provides some financial support and organizes its own seminars and courses for affiliated unions. The official aims of trade union and workers education programs are:

a) to help the worker to acquire a better understanding of his work, environment and social objectives.

b) to promote the development of a workers' natural instinct and potential for the advancement of his career.

c) to instil in the worker an active interest in the social, economic, educational, cultural and political life of his country.

The MTUC employs an Education Officer, who is a qualified and experienced teacher on leave from the Ministry of Education for a period of 2 to 3 years. He works closely with the unions and is often called upon to provide resource personnel as well as materials for affiliated unions holding courses and seminars. The government has always followed an enlightened policy of granting special leave for union members who have been nominated or selected to attend approved education courses and seminars.

There is excellent rapport between unions and some university departments whose academic staff are often called upon to participate in seminars for workers. The usual mode of promoting non-formal education, as far as trade unions are concerned, is through week-end residential courses. Typical courses deal with topics of primary interest to union office bearers, e.g. industrial relations law, negotiating techniques, elementary economics, and social security benefits. Seminars may cover wider themes, and in recent years, the more popular and publicized ones have been on family planning, the new economic policy, regional cooperation, consumerism and comparative social legislation. One sign of the effectiveness of various workers' education programs is the tendency for unions to submit memoranda on government budget proposals, reviews of educational policy and other vital aspects of public affairs.

The Transport Workers Union took the initiative in launching the Workers Institute of Technology which is situated in Port Kelang, the premier port in Peninsular Malaysia. The WIT offers courses of study in a variety of commercial and industrial skills. Another institute started largely on the initiative of the National Union of Plantation Workers, assisted by the Negeri Sembilan State Development Corporation and the Lutheran Church specialises in training young men to develop agro-industrial skills. Given the rigidities of the school system in Malaysia these union-sponsored and union-owned institutes can play a big role in providing Malaysian society with the increasingly sophisticated skills it will need in the years to come.

#### Community Development Classes

The first nationwide campaign to eradicate illiteracy in the rural areas of Malaysia was launched when the Ministry of Rural Development came into existence in 1959. The Adult Education Division with full-time Supervisors in every state took charge of this massive operation. In the course of time the emphasis was shifted from literacy per se to functional literacy. This type of non-formal education is today the sole responsibility of the Community Development Division of the Ministry of Agriculture.

The Community Development classes are now mainly concerned with income-generating skills for the rural people. For the men, vocational instruction is available in subjects such as motor mechanics, carpentry, radio repair and arts and crafts. For the women there are classes not only in literacy but also in cookery, personal care and hygiene, needlework and general home economics subjects.

The home economics classes are run by village women who have received training at the Women's Training Institutes of which there are now four. The women who are selected by the State Community Development Officer are given three months' full-time residential training, after which they return to their respective villages to start classes in home economics. A recent innovation is the establishment of child care centres which carry out a form of early childhood education. The young girls who manage these classes in their villages receive training at the Women's Training Institute in Kuala Lumpur. The home economics teachers and the child care centre teachers are called 'Pamaju Kampong' or village developers. According to one study, the 5,000 village developers have proved to be able to act as powerful catalysts for rural women's participation in development and agricultural production.

A recent official statement disclosed that between 1977 and 1979 about 163,000 adults had undergone training under various work-oriented non-formal education courses. There is every indication that they will increase the quantity and quality of their programs during the fourth Malaysia Plan period.

Meanwhile it has been mentioned that the work-oriented courses may be streamlined and become more structured to enable the adult students to sit for examinations and qualify for certificates comparable to those issued by the industrial training institute of the Ministry of Labour.

An essential component of the adult functional literacy and work-oriented classes is the network of rural libraries that has been developed with the aim of providing simple reading materials. This program has been stepped up in recent years as a way of minimizing the number of new literates who relapse into illiteracy. This development of small libraries in kampongs is quite separate from the work undertaken by State Library Corporations in some states of Malaysia.

Education for Civic Competence - National Solidarity Classes

'Education for civic, political and community competence' is a recognized category of adult or non-formal education. In Malaysia the best example of a program under this classification is officially designated as Education for National Solidarity, and it is the responsibility of the National Unity Board, a statutory body.

Doubtless the promotion of good citizenship is the concern of almost every organization in the country and of every person of good intent. However as often happens, what is everyone's concern is no one's responsibility. Citizenship has many definitions and the standards of good citizenship vary tremendously. Generally citizenship refers to a specific range of skills and practices that enable an adult to make a positive contribution to a specific political and social milieu. The political realities of present-day Malaysia are such that priority is given to national unity and goodwill among all classes of people in this multi-racial country. At the same time Malaysia has inherited from the past a sharply divided community in which the different races never really understood one another's traditions, nor culture nor the taboos and sensitivities.

After the tragic race riots of May 1969 the government felt there was need to embark on a deliberate policy of promoting goodwill and inter-communal harmony. A Ministry of National Unity was established to organize programs of non-formal education aimed at developing national unity. That Ministry later became a Department and today the national unity goals are undertaken by the National Unity Board.

The National Unity Board runs two types of education programs namely, classes in Bahasa Malaysia for non-Malays and classes devoted to a study of the customs, traditions and religious beliefs and festivals of the three principal ethnic groups in the country vis the Malays, Chinese and Indians.

Officially the objectives of the national solidarity classes program are:

a) to enable Malaysians of all racial groups to communicate with one another in the National Language

b) to inculcate in the minds of participants the virtues of loyalty and good citizenship so that they can plan a more constructive role in our democratic way of life.





The emphasis is on oral expression as a first step towards proficiency in mastering the National Language. The solidarity classes comprise three stages: elementary, intermediate and advanced. The advanced stage is comparable to Standard 6 or the highest class in primary education. In some centres facilities are available for a mastery of Bahasa Malaysia at much higher level.

Need for an Adult Education Association

In January 1979 in inaugurating a course on non-formal education methodology for radio and television program producers, the Deputy Minister for Education, Datuk Chan Siang Sun, commented on the need for a professional organisation which would bring together individuals working in or interested in the field of adult or non-formal education. Accordingly a small group of interested persons held three meetings in which they discussed a draft Constitution for an Association for Continuing Education in Malaysia. The Association will come into existence in the near future. In the past there had been several attempts to form and sustain a national adult education movement in Malaysia but owing to apathy and lack of financial support these bodies became defunct very rapidly. In Sarawak an Association for Adult Education has been in existence for nearly 25 years. It used to be known as Sarawak Council for Adult Education.

With the present world-wide emphasis on Lifelong Education there is a growing interest in re-training and refresher courses in Malaysia. There is therefore a need to start an association that can bring together not only those who are professional adult educators but also those whose work is mainly 'adult educational' in character. The Association for Continuing Education in Malaysia it is hoped will be able to:

a) organize public lectures and seminars
b) publish a journal of adult/non-formal education
c) run courses on methodology of non-formal education
d) establish contact with non-formal education groups overseas.

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TWO COMMUNITY DEVELOPMENT PROGRAMS - MALAYSIA

The Community Development Programs of the Ministry of Agriculture have two primary objectives:

> To change the attitude of the community so as to be more development oriented; be ready and able to participate actively in the social, economic and political development process of the nation;
>
> to promote self-reliance in the community so that they themselves can undertake the responsibility of improving their own economic and social conditions.

To achieve these objectives, a three pronged approach has been adopted:

> Pre-conditioning the community - arousing interest and awareness of the community; to be ready and able to accept and participate in development programs.

Developing the initiative of the community - getting the community to participate in development programs by exploiting readily available resources and to be self-dependent.

Underpinning the efforts of other agencies - getting the community to cooperate with other extension services to derive full benefits and where this is not possible to make full use of available resources or to provide a rudimentary form of that service.

1. Following earlier literacy approaches and programs 1961-74 a new function of literacy approach was adopted. The new curriculum encompasses both learning, reading and writing together with discussion on how to improve quality of life, increase in production and other information that can contribute towards improvement, materially and spiritually. In other words, functional literacy should be based on problem-solving and should be geared towards the needs of the learners. Thus, other than reading and writing, a subject of interest is incorporated into it. For example, a learner may in one class learn how to spell and write the word 'fish'. This will be followed by a discussion on how to improve fishing for example using modern nets, sturdy and reliable boats, and so forth. At the same time, important words and ideas are put in writing for the particular session.

Learning materials are drawn up in the form of lesson sheets that make up the totality of a subject. Each lesson is distributed at each session so that a regular attendant will find that he has more materials than the one who is irregular. However, the not so regular ones should not be dismayed, as materials for a particular subject are assembled in a special folder which will be given to every participant. This method of distribution is found to be more suitable to adults because:-

a) if they are absent during a particular session they will not be left behind as each subject taught is a complete subject;

b) learners will look at one lesson only for every session, thus eliminating difficulties of learning and the feeling that there is too much to learn.

Having attended these classes for a period of time, it is hoped that participants will not only be able to, at least to read, but he/she will benefit in the knowledge that he/she has acquired information that is related to everyday life.

The program is carried out on a selective approach. This recognises ferences in types of occupation and interests, even though they may be living in the same place. There is therefore, variety in the subjects that could be taught.

To enable and encourage participation a minimum number of participants have been dealt away with. Instead, teachers can now conduct classes based on an individual basis, i.e. going to individual houses. In this way, the whole family can be brought in to participate. Community halls, mosques and other suitable premises are also utilised.



Duration of Learning

The duration of learning is in three stages. In the first stage, learners will be exposed to identifying of words, construction of short sentences and doing simple written arithmetic. In stage two, participants should be able to write short composition of between 3 to 5 sentences; read short paragraphs and do simple arithmetic. Finally, it is hoped that learners could be able to read, write and do simple arithmetic that could be put to use. At this stage also they should now be able to compose letters or be able to read simple reading materials without any help from others.

As at June 1980, there are altogether 221 Functional Literacy Classes attended by 4579 participants. In Sabah and Sarawak literacy classes are still conducted (696 classes with 19781 participants).

Work Oriented Groups/Classes

In line with the policies and objectives aimed at the betterment of the socio-economic conditions of the rural community, the objectives of the program are:

- to provide an individual with an opportunity to further his interest in a particular skill or trade;

- to provide an opportunity to embark into business on their own;

- to provide better chances of seeking employment;

- to provide a basic knowledge to further their training and education in a certain trade;

- to revive and retain traditional skills as well as to encourage creativity using locally available resources.

There are two categories to the programs. Category A consists of the following trades:

Motor Mechanics
Radio and TV repair
Wiring (Electrical/Electronics)
Bicycle/Motorcycle repair

Category B is made up of the following:

Tailoring/Embroidery
Weaving
Carpentry
Handicraft (wood/bamboo/rattan/metal/leather)
Beauty culture
Food preservation
Typing
Other trades/crafts as approved by the Division.

The Department does not select places or areas where classes should be opened. Instead, the community itself decides whether it needs such classes. Applications to start such classes are made to the respective state Community Development Department usually through the Village Development and Security Committee (VDSC) or through the District Supervisors working closely with VDSC. Two factors have to be considered:

a) availability of teachers/instructors
b) financial implications as it involves the purchasing and supply of equipment.

To ensure smooth running, an administrative committee is formed. Any voluntary body such as the Women's Institute, Youth Clubs as well as the VDSC could be appointed on the administrative committee.

Adults who have already left school and above 15 years of age are eligible to participate. To set up a workshop/group, a minimum of 10 participants is required.

For classes in Category A, participants are required to attend classes not less than 20 hours per week. This requirement is also true of classes in Category B, which are held in workshops/Community Service Centres.

For classes in Category B, which are held either at the Community halls, ie other than workshops, participants are required to attend 10 hours of classes per week. Teachers, teaching these classes are required to teach 2 groups of the same trade to balance the working hours with the teachers teaching in workshops.

The time and day in which classes are held are fixed on agreement, by the teachers and participants.

Plans are being formulated to enable participants to sit for trade examinations organised by the National Industrial Training and Trade Certification Board of Malaysia (NITTCB).

Participants of classes in Category A are required to attend classes for two years before they can sit for the NITTCB basic grade examinations. In the case of participants in Category B, 1 year of class attendance is required before they are allowed to take the NITTCB basic grade examination in a particular trade. Course contents are drawn up based on the NITTCB syllabus.

Equipment

All equipment required by a trade/class must first be provided either by the teachers themselves or by the organisation responsible for setting it up. Additional equipment will be provided by the Department. A minimum standard of requirement has been drawn up to facilitate this.

Training of Teaching Personnel

Teachers of vocational training classes are selected based on their experience and skills in a particular trade/craft. To upgrade their skills and knowledge in their respective trades, facilities are being provided for them to attend courses at the Industrial Training Institute.





Current Developments

As at June 1980, there are 140 Work-oriented groups in Category A, and 3074 groups in Category B. The number of participants are 2,238 and 54,251 respectively. A comprehensive guide as to the requirements and standards been formulated and will be implemented in the near future.

Future Developments

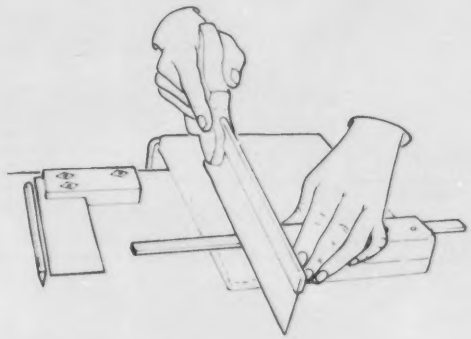
All community development and adult education of the Community Development Section of the Ministry of Agriculture will in the future be incorporated at the Community Service Centres to be set up. Among other things, these centres would:

a) provide proper administration, organization and supervision for various community development activities;

b) provide in a centrally located place better facilities, equipment and instruction for local youths and adults in various subjects for self-improvement;

c) co-ordinate and utilize to the optimum the available resources and manpower of the village level workers for the benefit of the rural population to eventually establish itself as the educational and civic centre for the area.

At the moment two such centres are already operating. 28 more centres will be established.



## FIJI

### The Yavu Buli Rural Youth Movement in Fiji

#### Establishment

The Yavubuli Movement originally started in August 1978 as a Resource Centre which would initiate awareness about the complex socio-economic and environmental problems faced by the rural people of the pine reafforestation scheme particularly, and the exposed coastal people of the tourist sector and the market oriented sugar cane and agricultural people of the Province of Nadroga/Navosa in Fiji.

The plan and details of the movement were meant to remain flexible and open to interpretation and this proved to be advantageous when the Centre was overwhelmed by more than 150 under-employed school-leavers looking for some way to fit into the development process of Fiji.

From there it was realised that a problem area needing immediate attention was there as well as it being a potential and untapped asset or resource, which, if properly channelled, could be the catalyst for rural development. Thus started the Yavubuli Youth Movement.

#### The Need

The boys and girls came from the 120 villages that make up the Province of Nadroga/Navosa. The age range was between 14 and 24 years and more than 80% of them had attempted and either passed or failed Form 4 standard of schooling.

They came from villages which traditionally were supported by subsistence economies but which have gradually allowed the economies of tourism, pine reafforestation, sugar cane and agriculture to enter their lives, either by choice or by force of circumstances.

These young people would have some land to fall back on but shared a common feeling that they had no channel open in which to employ their full potential in a way which satisfied their need for a meaningful way of life...a way that would not contradict their cultural standards and which would be suitable to the village setting of resources, needs and opportunities.

And so these young people collected on the land offered by the Yadrili tribe next to the Nabou Pine Station and gradually through discussion and experimentation worked out their needs and their opportunities and most committed themselves to living together for some two years during which period they hoped to pave a way for a more sensible and common sense form of village development to benefit themselves and their people.

Broadly speaking, each person divides his/her time into three activities which vary in time length according to the particular project concerned and individual interests.

The three pursuits are:
Learning Activities  Community Service  Capital Accumulation

The three activities are not mutually exclusive since often they overlap. Sometimes their form of Community Service is also a learning activity in that a new skill is practised or a new awareness is reached. Likewise, in the process of accumulating capital (or earning money for future use in starting their own project in their respective villages) new skills may be learnt or the work may serve to alleviate some community problem.

#### Learning Activities

The main theme of learning is Relevance. All learning is concerned with either creating awareness or finding solutions to particular problems of the village. For instance alcoholism, cultural decay, lack of motivation or commitment to development, social change, nutrition, sanitation, alienation through various institutions, processes such as belief systems and education.

Another aim in learning is the acquisition of new skills by which new avenues are open to solve the above problems. These skills include technical knowledge of carpentry, mechanics, sewing, home economics, better farming, administrative skills such as book-keeping, co-operative law and consumer studies.

Human relations skills are also observed and developed to enable the youth to become initiators of social change and creators of awareness amongst their villagers, leadership training, religious studies, transcendental meditation and the awareness of the meaning and correct practices of their own culture.

Much of the learning is acquired through actually working on projects which require a particular skill such as building a house, constructing a seawall, helping a plumber install taps or sewerage, repairing a village truck or outboard engine, or making a dress.

Certain carpenters have been employed to work with the youth because of their personality and patience. There are also a variety of Fijian people who come in for a short term to work with the youth on particular projects in an informal way or take a few of them along on their regular work.

Other forms of learning include short and more formal courses focussing on a particular skill such as bookkeeping, photography, goat or pig raising and first aid. Various government departments have been willing to conduct short-term courses on request.

Various non-governmental organizations such as Young Women's Christian Association, South Pacific Commission, and Fijian National Youth Council have been of considerable help in the past and their work with rural youth is invaluable to any program such as Yavubuli.

The Australian branch of the Freedom from Hunger Campaign and the Australian Council of Churches have also helped in financing the Yavubuli Project for a 4 room science block, accommodation houses, fishing boat and a vehicle.

There are also individual people who are excellent resource personnel and who are generous enough to devote their own time, experience and knowledge to take part in problem-oriented informal discussions or seminars with the youth. These include teachers, policemen, magistrates, health workers, village elders, church people and doctors.

At all times the youths are urged to keep sight of certain priorities to which they had committed themselves such as personal development, service to their communities, adherence to the principles of appropriate technology, respect and preservation of the physical environment and pride in their culture.

Community Service

All the members have a deep commitment to trying to find solutions to the problems of their respective rural villages. These problems can be viewed from different focuses but they are integrated and any solution must take note of the inter-relationships and the shared causes.

Some problems can be attacked physically. For instance, to assist in the reconstruction of village life in a tourist-ruined island situation the youths had to offer labour in the construction of hurricane-proof houses in the village of Yaro which is the abode of the owners of native land leased by a large tourist resort company. In another instance the youths provided labour in the construction of a sea wall at Yadua village which had been continually inundated by tidal waves. Seven other village sea walls need to be constructed quickly but limitations of funding for transportation and materials such as cement, soil and culverts become a constraint.

Other problems involve creating awareness amongst village people of their role in development and the sources of problems with their possible solutions by penetrating the value systems of people. The youths are now engaged in the embryo of a non-formal education network in the province, involving a hope to set up local resource centres in the various shires (or Tikina Makawa as known in Fijian) translating materials into dialects, the Nadroga/Navosa language magazine "Rogo mai Bito" and travelling around the various resource centres in the villages armed with the information and the audio-visual materials to stimulate informal but meaningful discussions promoting awareness of the complexities of village development.

There is also an attempt to establish a community radio station, such as are commonplace overseas, for the purpose of local development, education, mobilisation of goods and manpower and cultural strengthening but it has met with government scepticism.

The constant participation of Yavubuli in community affairs is hoped to bring about greater awareness and enthusiasm to village people to help themselves continually with whatever resources they may have instead of expecting government to do it all. Hence the concept of self-reliance has to become a key objective in development in order to ensure the protection and maintenance of freedom and good order.

The presence of youth in development, particularly in community work becomes an enlightening experience that should constantly alert people as to the usefulness of youth and the concern people should have for one another.

Capital Accumulation

A most important part of the Yavubuli project is to provide the opportunities for the youths to earn income and then to help them channel any savings into a business which will give them sufficiency on their return to the village setting.



The concepts and principles of co-operatives are currently under the scrutiny of the youths to gauge whether they are flexible enough to accommodate for the novel approach of a group of under-employed youths who band together from different parts of the province with the aim of mutual assistance to reach their goals. It is hoped that the co-operative principles can pervade every aspect of their co-residence.

There are several ways by which the youths will earn money. A savings account is opened for each member that is non-withdrawable until he/she leaves the co-operative and provided he/she has stayed two years and that the saving is drawn only for establishment or developmental purposes for the member. That is, to purchase a fishing boat, or machinery for farming, or vehicle for business, or improvement of land.

Yavubuli will endeavour to assist in guaranteeing a loan or providing a bonus at the commencement of a member's business venture.

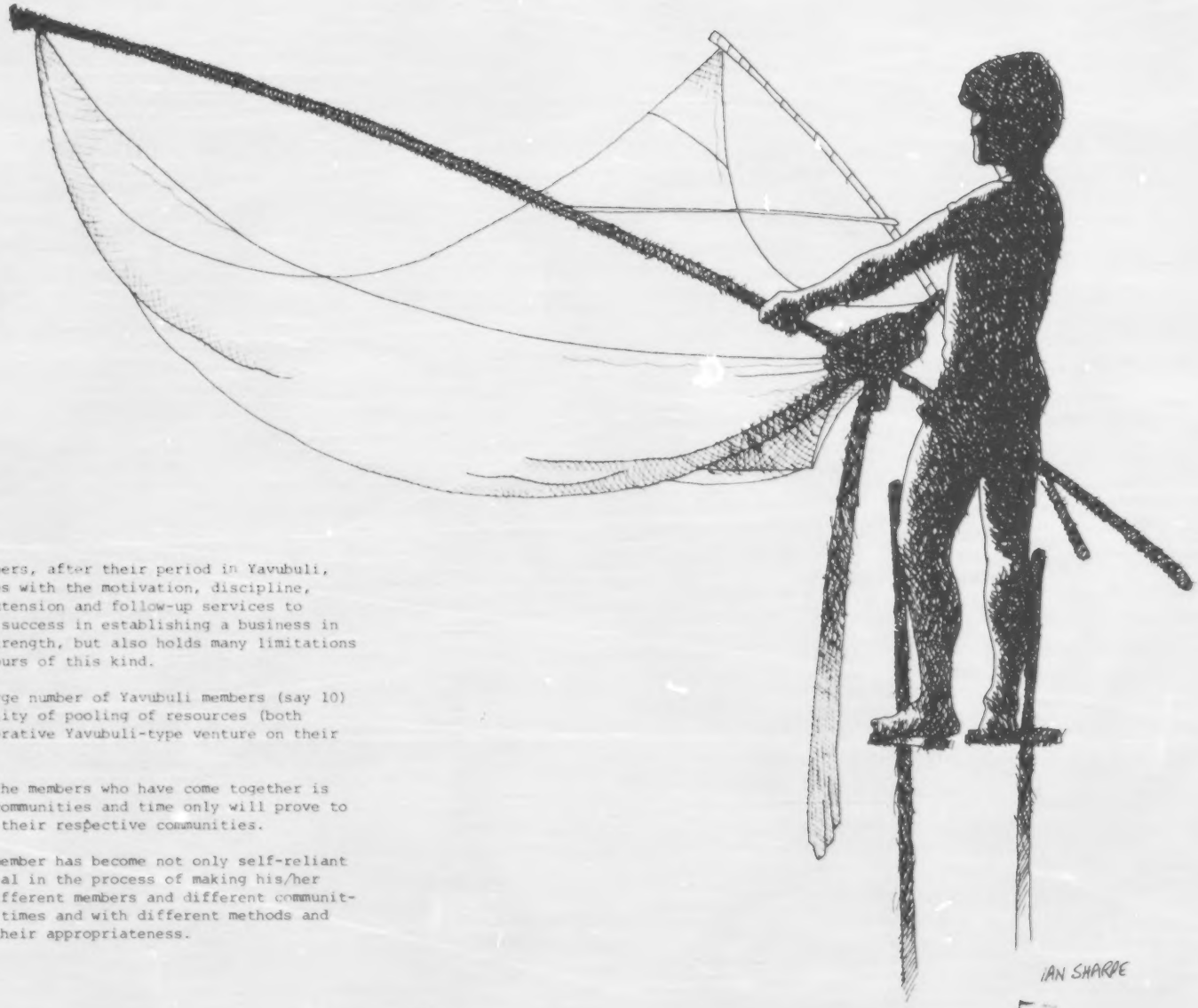
Recently a mutual understanding was made with the LAMI Movement to use their concept of credit building facility in order to assist Yavubuli members in not only helping make savings but also asserting their own credibility. The LAMI Movement provides the initially small but significant capital base of twenty dollars ($20) for members of borrow in order to provide themselves with their Basic Needs. They deposit the interest before withdrawing the principal loan which they have to repay before further borrowing can take place. If for some reason a member cannot repay his/her loan then the LAMI Movement assists in paying that off from the accumulated interest and the member is then free to borrow again. Hopefully group psychology or conscience will play a part in strengthening people to honour their loan obligations. The LAMI Movement has developed this loan concept for over 20 years.

Work in the Yavubuli small-industries such as our fishing boats, T-shirt printing and others in the planning stages hopefully will realise some allocation of profits to each individual member of Yavubuli to accumulate in his/her own savings account. A bakery, tomato farming, fruit tree nursery, piggery, poultry, sewing and tour guiding are some of the other economic projects presently envisaged.

Since Yavubuli has had wide acceptance and popularity in the community there are many avenues of contract work available to members....cane cutting, pine planting, nursery potting, building etc. From the earnings the members contribute one half to Yavubuli (for food and toiletries which have always been provided by the Movement), one quarter is deposited in the member's savings account and one quarter is used at the member's option.

Members have been alerted to bring in their cattle, goats, pigs and poultry and together, when fencing is ready, raise a flock for slaughter and sale to pine scheme workers in the area. Again the half Yavubuli, one quarter savings and one quarter optional allocation above becomes operative here also.

Many chiefs and tribes have offered Yavubuli land for agriculture or waters for fishing or other resources either to Yavubuli as a group or to individual members from their respective tribes. This type of land will be worked communally and the proceeds shared in the above manner.




Anticipated Result

If all goes according to plan, the members, after their period in Yavubuli, will return to their respective villages with the motivation, discipline, training and skills, capital and the extension and follow-up services to ensure that they have a good chance of success in establishing a business in a cultural atmosphere which has some strength, but also holds many limitations and pitfalls for any individual endeavours of this kind.

Those villages from where we have a large number of Yavubuli members (say 10) have an added advantage in the possibility of pooling of resources (both training and capital) into a new co-operative Yavubuli-type venture on their return.

The effect that Yavubuli is having on the members who have come together is already visible to their families and communities and time only will prove to what extent the members will influence their respective communities.

The ideal situation is reached when a member has become not only self-reliant in his/her own right but also influential in the process of making his/her own community self-reliant as well. Different members and different communities will reach this ideal at different times and with different methods and with different resources depending on their appropriateness.

## NEPAL

In the last three decades the literacy rate has been raised from 1% to 20%. Among them women literacy is only 5% and if the figure of the rural women is considered, it is very discouraging. Even in this modern age, local values and traditional concepts play vital roles in keeping the society in static stage. To give dynamics to the society changes have to be made in people's attitudes, new knowledge has to be added to their concepts and productive skills have to be imparted to raise their economic standard. In this context Nepal is facing a great difficulty to accelerate the pace of development with nearly 80% of the population still illiterate.

Since 94% of the people of Nepal live in the villages and these people have to seek their livelihood in rural areas and the education system must be adjusted to their real needs, education has to be looked upon as the means by which a predominantly rural agricultural society forges ahead. Recognising this fact His Majesty's Government of Nepal has taken major policy decision that all educational programs should attempt to meet the minimum needs of maximum numbers of the population. Therefore, the emphasis should be laid on improving living standards of rural masses. For, effective consolidation of these objectives, a package of programs is to be implemented in various parts of the country.

His Majesty's Government of Nepal is putting a great emphasis on expansion and development of literacy programs in the coming sixth-five year plan 1980-1985. Since 1978 the functional adult education program in Nepal has been made more comprehensive and at the same time it has been integrated with life of individuals and the community. It is expected to be a major contributing factor to the development efforts of the country.

### Objectives

To meet these needs of the rural adults, a functional adult education program has been implemented since 1977, with the following objectives:

a) to enable the illiterate adults to cope with simple numerical skills along with reading and writing,

b) to train adults in the profession or professions they are involved in and thereby increasing their efficiencies,

c) to teach them about cleanliness, sanitation, health care and functioning of the political system in order to make them ideal citizens loyal to the King, Crown and the country,

d) to make them aware of population growth problems and consequences caused by it.

### Target Population

In our context functional adult education program is mostly confined to those non-schooling youths between age group of 15 to 45 years and also tries to pay due attention to those children who have no time to join formal school.



### Curriculum and Training Programs

Due to complexity of multi-ethnic groups and diversities of places no uniform type of curriculum and materials can be prescribed for all. What subject matter should be taken in curriculum should be decided upon the basis of detailed survey of the local needs faced by a particular society in which local people and local development workers are to participate.

After the selection of the site of the centre, the supervisor has to select the motivators, whether teacher or local leader to carry out the program. The teachers or instructors are given short-term training to become more conscious in their duties. During the training course main emphasis is laid on how to prepare teaching materials, methods of teaching to adults, motivation and involvement of the community etc.

To co-ordinate different agencies there is a co-ordination committee at central level comprised of secretaries of the related ministries. The co-ordination committee decides the policy guidelines and directs to the existing Adult Education Division in order to execute the program effectively. At district level, there is also an education committee having members from various walks of life. The district education officer being the head of the district education office and also the member secretary, assists the program effectively. The district education office has to organise the conferences and meetings of the different units related to functional adult education programs. Now we realise that the co-ordination committees should be active and extended at different levels for effective implementation of the program.

### Problems and Difficulties

Due to certain reasons the non-formal education program has not achieved the main target of rural transformation. While executing the program many problems have been realised. Unless these problems are solved no one can expect a better result in this respect. To make more effective functional adult education programs, the following findings are the major problems:

a) lack of financial management,

b) no suitable organisational structure and co-ordination mechanism,

c) untrained and non-stable manpower,

d) irregularity in supervision and participation,

e) extensive approach of the program,

f) environmental situations and more detachment of rural areas,

g) lack of making the program relevant with the real life situations of the learners,

h) lack of flexibility and continuity.

During 1980-85 40,000 literacy centres will provide benefits to 14,000,000 illiterate adults from this program and about 20 districts will be taken for conducting massive literacy campaigns. To retain the literacy rate of neo-literates about 620 reading centres are going to be opened. For the effective implementation of the program 225 trained supervisors will be employed and the program will take place in view of rural developmental activities integrated with governmental and non-governmental agencies.

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## INDIA

### Introduction

Adult Education in India is aimed mainly at the illiterate population between the age group 15-35. The education imparted is to be a package, comprising acquisition of basic literacy skills, functional development and building up of social awareness. A variety of implementing agencies, both official and non-official, have been involved; and a number of programs have been launched to achieve the success of the Program.

### Rural Functional Literacy Project

One such scheme is the Rural Functional Literacy Project (RFLP). These are pace setter Projects fully financed by the Central Government but administered by the States. Under the scheme Projects of up to 300 Adult Education Centres with an average enrolment of 30 per centre are established. The geographical spread is confined to two development blocks (a block is an administrative unit for development activity and the average population is 100,000). The instructional period is about 300-350 hours spread over 9-10 months. There is a part-time instructor for each centre and full time supervisors (one for 30 centres) and Project Officers (one for each Project).

The aim is to establish one such project in each district (the basic administrative unit, population ranging from 10,000,000 to 20,000,000). Other adult education projects operated by State Governments or other agencies are expected to follow the pattern of the RFLP even though they may be smaller in size (as small as 30 centres).

The RFLP evolved out of the programs of Farmers Training and Functional Literacy started in 1967-68, and the Non-formal Education started in 1975. The former program had three distinct components viz functional literacy, farmer's training and radio programs. The responsibilities were shared by the Ministries of Education, Agriculture and Information & Broadcasting. The latter confined itself to the age group 15-25. Its significant aspect was the emphasis on locally relevant and diversified content.

In one such RFLP (Morwah Block, District Samastipur, Bihar), in the initial phases, the project management had to face a good deal of 'indifference' and even 'resistance' in several areas. A good response was however soon obtained. Various strategies were adopted:

a) writing of catchy slogans on walls

b) distribution of specially prepared posters

c) publication of a monthly Adult Education News (mostly for the workers).

In addition village level committees were formed and even person to person contacts were made.

Not much use however was made of mass media (e.g. field publicity units, radio broadcasts, press coverage, etc.). There is ample scope of using mass media. In addition other mass contact methods e.g. organising village meetings, special morning processions etc. could also be used.

### Community Involvement

Knowing the effectiveness and necessity of community involvement the project personnel had been making efforts to enlist the support of the local community. Resistance was met in sending female members of families to the Centres. This was owing to traditional bias against sending females to adult education centres and secondly to the insistence that the instruction should be in the person's own home (which was not possible). The efforts of female adult education workers who went on a door to door campaign broke the resistance. The number of centres were also increased so that they were near participants residences. The community was also enthused to build centres (even a thatched hut). Many female illiterates were enthused by the promise that apart from literacy training there was instruction in some handicraft also. Discussions at various occasions convinced the community that its contribution could be in various ways e.g. provision of sitting material, boxes for safe keeping of materials used at the centres. In many centres such contributions were in evidence.

### Field Problems

Major field problems encountered were demands to include illiterate children below 15, demand for village libraries, disputes over selections of instructors and unhelpful attitudes of vested interests.

The village folk were made aware of other Government programs for school age children, and about the post-literacy programs which were under formulation. Disputes over selections of instructors were solved by appointing non-controversial persons or by postponing the start of centres in some villages.

The overall impression that was obtained was (i) problems always arise, (ii) these are of varying nature and (iii) that there are always solutions provided positive efforts are made and those involved in the implementation of the program at the field level approach the community with tact and understanding.

In conclusion the field situations in different projects and areas often reveal varying problems. Effective field work in adult education is crucial for its success. The quality of the field functionaries, their attitude, approach and dedication to work are extremely important. It is necessary to impart proper training especially to the Project Officer. Active involvement of field functionaries of other departments is necessary to impart functional development and awarness amongst participants. There is need for inter-departmental and interagency coordination and committees should be set up for this purpose. Wherever they exist they should be activated.

## AFGHANISTAN

Fortunately after the great Revolution of Saur 7th 1357 (1978), especially after the new phase of evolutionary 6th of jaddi 1358 (1979) the situation has changed and it has marked the beginning of a new era in the history of Afghanistan. We have been able to formulate a Five Year Plan of Mass Campaign for the eradication of illiteracy. During the first year of our Campaign more than one million adults joined literacy classes, and more than 18,000 volunteer teachers engaged in teaching.

It has been assumed that during the Five Year Plan of the country, education will be universalised and by the end of 1362 (1983), about 452,000 school-age children will go to the first grade of primary school. Right now almost 200,000 children are enrolled in the first grade.

We have developed curriculum materials both for formal and non-formal education to fit the needs of the people. This is based on the political aspects of the Revolutionary Government. The main objectives of the Government are to solve the immediate basic needs (food, cloth and shelter) for the masses.

Illiteracy is recognised as one of the major factors hindering socio-economic progress and people's active participation in the national development of Afghanistan. The overall literacy rate is estimated at a mere 5%, the position among rural population and women being particularly low.

The distribution of illiteracy among both sexes, in rural and urban areas is as follows:

| Rural | | Urban | |
|---|---|---|---|
| Men | Women | Men | Women |
| 95% | 99% | 30% | 95% |

This gives us a total of 8.2 million illiterates among active population of the country: (8 - 50 years of age).

In accordance with the needs of the socio-economic reconstruction of the country, the following are envisaged as the goals of the Literacy Campaign, among others:

1. Change the attitude of the people for the benefit of the country's progress.
2. Opening the way for the participation of the people in socio-economic reconstruction of the country.
3. Increasing the productivity of the people through functional literacy and education.
4. The creation of better family conditions.
5. The betterment of health and fitness.

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Among achievements so far:

a) a Five Year Plan of Mass Literacy Campaign (1979-1983) has been worked out.

b) The General Agency for Literacy Campaign (GALC) has been re-structured and re-organised.

c) A high level National Committee has been set up to develop policies and facilitate Campaign implementation.

d) The basic literacy program and materials covering about 210 days, 90 minutes each day, have been designed by inter-ministerial team and are being printed.

e) The Provincial Directors responsible for the Literacy Campaign have been appointed in all the 26 provinces.

f) Provincial Literacy Committees have been set up in the provinces under the authority of the Governors.

g) National orientation and training seminars were held for the General Directors responsible for Literacy Campaign in all the provinces; also a national seminar was held for the Provincial Directors in Kabul, for key personnel at the national level.

h) Intensive literacy activities are being carried out by the Ministry of Defence for its personnel.

i) Multi-facetted motivation and publicity campaign has been in operation using the media and other means.

j) As the result of the above, around one million new learners have been enrolled during the last 18 months.

Since the Campaign is a national effort, different ministries and national agencies and organisations have already initiated actions to contribute to the achievement of the targets in their respective sectors.

The interesting point is that GALC is not the only organisation responsible for this Campaign implementation; since the Literacy Campaign is a national effort which all resources are being mobilised, GALC is playing a coordinator role. As a consequence these one million learners already enrolled in our literacy classes are not being taught only by means of official teachers or GALC teachers (less than 3,000 GALC teachers are teaching) but mainly by volunteer teachers (more than 18,000) from mass organisations, literate members of village committees, youth organisations, Party members, Afghan Khalqi Women Organisation, Cooperatives, Committees of assistance fund, Labour Unions, Women Organisation Syndicates and inter-ministerial organisation; where they are the main elements in the implementation of the Mass Literacy Campaign.

In the later stages of the program we will have follow-up programs in different fields. But for the time being, since we are going to give a real political and educational consciousness to all the masses who have been kept in

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ignorance in this respect, it should be a common program but in the 5 main different languages so that all the masses will be aware of their rights and responsibilities as citizens.

This program has been designed in such a way that the cultural identity is the main element, meanwhile other aspects of life of the learners have been included such as family, sanitation, childcare, agriculture, industry etc. Democracy will be the main element of this participatory approach.

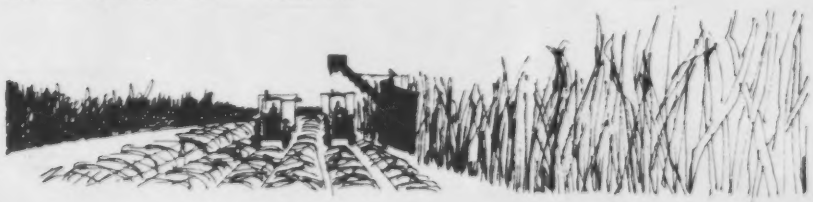
The non-formal education is to be completed in one year in three phases, each of three months. The out-of-school program is for two years, equal to four years of the formal system. In this program we are supposed to train or teach the children to the levels of the formal system. Each phase of our out-of-school program for children is equal to two years of formal schooling.

The methodology applied is functional literacy which is known throughout the world. It means that literacy components, language and maths, must have been integrated into socio-political messages which are the main core of the program.

The main feature of the method is that at the very beginning, the learners face complete meaningful messages, out of which they are asked to identify some elements. At the beginning the elements are words taken out of meaningful sentences and later on they become graphemes. This method is facilitated by the fact that our languages are phonetic ones which means that they present a close correspondence between sound and letter, phonem and graphem.

As far as the techniques are concerned they are very simple and we have to consider that we are engaged in a mass campaign, not an experimental pilot project. Here we are using mass techniques not sophisticated materials. We use non-professional teachers, even a 6th grade graduate who can read and write, because we are dealing with hundreds of thousands of people throughout the country.

The techniques which are applied in a mass campaign are different from other methods. Here the application of sophisticated methods of teaching/learning is of no use or difficult to apply. The most important thing needed is the presence of a literate person in a class. We don't have to have teachers with diplomas or certified teachers. In a mass campaign walls are used instead of blackboards, charcoal instead of chalk and any kind of written material for teaching literacy. We believe that group discussions are the key for increasing the consciousness of the people.







## AUSTRALIA

### Two Australian Innovations

### Country Adult Education Associations

The N.S.W. Board of Adult Education, which is the government body to develop and coordinate adult education in the state, is encouraging the formation of voluntary community groups in towns which do not have a college or other providers of adult education. Twenty of these have been formed in the past two years. There is a potential need for at least fifty more in the State and it is hoped that these may be developed in the next five years.

An Adult Education Association is formed which any person in the community is able to join. The Annual Meeting elects a committee which is responsible for the management of the association's activities throughout the year.

The primary tasks of the organisation are to identify local needs and then to make arrangements for those needs to be met.

An Association is able to conduct some learning activities itself, particularly in the various arts and crafts and the basic homemaking skills. These are usually conducted on a 'self-funding' basis with the student fees meeting the local tutors costs. More importantly the Association serves as a local organising body so that Universities, Colleges and other outside agencies can co-operate with it in conducting courses and other learning activities in the town. In this way the local group is responsible for the promotion and local administrative arrangements, while the external institution or agency provides the expertise.

The range of learning activities being provided in this way is very broad. The organisations provide a contact point for literacy in the community and may be involved in programs for management development and University discussion groups. However skills courses are the most frequently requested activities.

A feature of this approach to providing adult education is that the program clearly 'belongs' to the community. Decisions about the activities which should be offered are made mainly by the community rather than the external agencies. Responsibility for ensuring their success rests with the community.

Many of the associations are establishing adult learning centres. These may be in a public building such as a school or one owned by local government. Some operate from an office, shop or house, making use of other buildings for activities as required.

The program is not an expensive one for government. Grants totalling about $Aust 5,000 are given to a local association each year. About half of this is used to employ a part-time organiser, usually for the equivalent of one day a week. The remainder of the money is used for administrative and activity costs. For each $1 provided by government, an association is able to generate up to $2 from fees and subscriptions.

Management Education for Farmers

The nature of agriculture in Australia means that farms are large and the farming community is very scattered. The agricultural extension services have been the major agencies providing adult education for farmers. The mode of delivery has been through meetings, field days and the mass media to solve particular farm problems as they arise. Thus an extension officer may conduct a field day to demonstrate a new method of disease control, hold a meeting to explain new marketing methods or write a newspaper article to inform farmers of a new variety of wheat.

The rate of technological change and the need for sophisticated financial planning have brought demands for learning opportunities far more extensive and at a deeper level than the traditional programs. Economic planning and financial management are the key needs for learning. Computers are increasingly being used as management tools on farms.

It is rarely possible for a farmer to take a year away from his farm to enroll in a course at an agricultural college. Correspondence courses provide only limited value for the most determined person. Providing evening courses in the major rural towns gives access to only a minority.

An innovatory approach was commenced in N.S.W. (New South Wales) in 1970 to provide education in farm management for practising farmers at a level that would meet their needs and using a combination of delivery methods appropriate to the clients. The program has been enlarged each year with increased participation.

The program is the responsibility of the State Agricultural Extension Service, although the Rural Youth Council has provided guidance and been responsible for its financial administration. The agricultural economics faculty of one of the Universities has provided academic backup to the program.

Participation in the program involves enrolment in a course in either Farm Management or Farm Office Management which is conducted over a one year period. Two advanced level courses, building on the first course in farm management, are also available. Enrolment is limited to people who are involved in farming as the course is based on actual management planning which takes place on the farm during the year. No academic entry level is required, but all participants would have a secondary school education.

While there is a specific curriculum in each course there is also a large degree of flexibility within it to cater for differing circumstances. The learning process is dependent on a combination of the following methods:

Information provided through various media
Farm economic planning exercises on actual farm data
Farm visits by the Extension Officer
Monthly group meetings with the district Extension Officer
A one week residential school at the University
A weekend course conducted in regional centres,

The cost to the extension service to offer the program may be about $Aust80,000 per year, but the economic and social value of the program is very significant. Some estimate of the importance of the program can be gained by considering the fact that farm managers who have participated in it are collectively responsible for farm resources valued at more than $Aust 500 million. If improved management practices result in an increase of returns of a further 1%, this provides a benefit to the economy of $Aust 5 million per year, but this would be greatly understating the value of the program.

References: Further information about these two programs is available:

a) Country Adult Education Associations;

The Secretary,
N.S.W. Board of Adult Education,
189 Kent Street,
SYDNEY. N.S.W. 2000, Australia

b) Farm Management Courses:

The Education Officer,
Division of Extension and Research
Department of Agriculture,
McKell Building,
Rawson Place,
SYDNEY. N.S.W. 2000, Australia

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BANGLADESH

The Government of Bangladesh has declared eradication of illiteracy as the second phase of National revolution. The Government has drawn up an ambitious plan including a Crash Literacy Program for eradicating mass illiteracy. This program started in February 21, 1980 and will be ended in December 31, 1980. The objectives of the program have been spelled out as to help one crore (ten million) people, both male and female, between the ages of 11-45 years, acquire skills in simple reading, writing and calculation.

Bangladesh suffers from the following difficulties:

a) Only 1 out of 7,000 pregnant women receive antenatal care. Most rural women have no postnatal check-up.

b) 82% of pregnant and lactating women are anaemic.

c) Maternal mortality is 10 per 1,000 live-births and accounts for 27% of all deaths to women aged between 15 to 49 years.

d) In 1975, about 65% of the total population lived in absolute poverty and 44% in extreme poverty.

e) 97% of children below 5 years suffer from various degrees of malnutrition;

26% from third degree (severe)
53% from second degree (moderate)
18% from first degree (mild)

f) Over one quarter of children die before the 5th birthday. Of the survivors, less than 20% complete the 5-year primary course.

Second Five Year Plan (1980-85)

The main thrust of the SFYP is against poverty, ignorance and hunger in order to ensure basic needs for all by eliminating illiteracy, improving the standard of living and quality of life, generating employment and developing the human resources.

In the SFYP the Government has given the highest priority to the Mass Literacy Program (which was launched on the 21st February 1980) and the Universal Primary Education Program in a national concerted effort to eradicate illiteracy in the country.

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BURMA

The first Literacy Campaign was launched in 1965 in accordance with the policy of the Burma Socialist Program Party. Since then, yearly campaigns have been launched with increasing participation of the masses. By 1977, the Literacy Campaign had started operations in 77 townships, and the achievements obtained were many and commendable. In the 1978 April program, the movement spread to all the States and Divisions of the country, and a total of 14 townships, one from each State or Division, participated in the work.

Among those 14 townships, 10 achieved total success in that they managed to wipe out completely the illiteracy in their areas in just about one year's time. Previously, it was planned to extend the Literacy Campaign to only one township in each of the fourteen States and Divisions every year.

However, after the successful implementation of the 1978 Literacy Programs, the people themselves began to express their wishes to the effect that the national literacy movement be extended to more than one township in their respective State or Division annually.

Accordingly, in recognition of their positive attitude towards the campaign, the Burma Literacy Central Committee decided to extend the Movement to as many townships as a particular State or Division deemed suitable for launching the Literacy Campaign.

Hence, in 1979, a total of 16 townships in 12 States and Divisions began participating in the campaign. A decision has also been made and necessary preparations are being carried out to extend the Movement to another 24 townships in all the States and Division in the 1980 Literacy Movement.

Thus, by the end of 1980 all the illiterates in 131 townships of the country, with the exception of physically or mentally handicapped people plus the imigrants from other townships, will have become literate.

It has been envisaged that by 1981, 65 townships will participate in the Literacy Movement. Thus, by the end of 1981 a total of 196 townships out of the 314 townships in the country would be literate.

According to the 1953-54 Census of Burma, about 30% of the population between the age groups of 15 and 55 were found to be illiterates. It was also observed that the majority of the illiterates belonged to the rural population represented by the peasants and the workers. Hence, the primary objective of the Literacy Campaign in our country is to provide these people (both sexes) with the opportunity for learning the three R's, which constitutes the ability not only to read, write and reckon, but also to have a wider perspective of the literacy campaign as a movement that is being geared towards their social and economic development.

The Burma Literacy Central Committee was formed with the Vice-Chairman of the Lanzin Youth Central Organizing Committee, who is also the Minister for Education, as Chairman.

Under the Burma Literacy Central Committee are the three main Sub-Committees, viz: (1) Organizing Sub-Committee, (2) Curriculum Development and Production of Adult Textbooks and Neo-literate Readers Sub-Committee and (3) Promotion of Reading Habits and Library Movement Sub-Committee. Furthermore, each State and Division has a Literacy Committee, under which are Township Literacy Committees. Under the Township level, there are sub-townships, ward/village and group literacy committees.

A noteworthy feature is that the literacy programs are carried out on a voluntary basis. Field and observation visits made by training personnel, government officials and staff are considered as duty and their travelling and daily allowances are sanctioned by the Government. All other operational costs and expenses are met out of the local funds.

Volunteer teachers and students from various educational institutions pay for their own fares, and whilst the literacy classes are being carried out at the selected townships and villages, they live on the hospitality of the local people.

Apart from the textbooks and teacher's guide provided by the Burma Literacy Central Committee, the procurement of teaching-learning materials such as pencils, slates, chalk, dusters and exercise books are being made through the generosity of the community. Thus, the strategy of the Literacy Campaign in Burma may be characterized by four main features: (1) mass movement, (2) community participation, (3) voluntary basis and (4) local resources.

The Curriculum for the adult illiterates was developed on the following criteria:

a) the subject matter of each lesson in the textbook need not be explained to the adult learners as they have already had the necessary knowledge pertaining to their way of life.

b) The content of the reader must be such that it does not include anything that has no direct relationship with the everyday life of the adult learners.

c) The lessons must be written in simple sentences and the vowel-consonant combinations must be introduced by stages.

During the campaign period all campaign activities are broadcast through the radio in the form of news, radio plays, special literacy campaign songs, etc.

The Burma Literacy Central Committee also sends out Literacy Campaign news to the newspapers, journals and magazines.

Each township also produces its own bulletins, postcards, posters etc. so as to motivate participation of the people.

Folk media, bulletins, newspapers, etc., are developed by the local experts, artists, song writers and poets. The media-software thus developed are used throughout the campaign operations.

It is thought that the development of software media should best be carried out by the local experts as they know better what material is most needed for the success of their work.

In an endeavour to carry out such a tremendous task as eradicating illiteracy throughout the country, it is quite natural to be faced with problems and difficulties.

Evaluation of the program has indicated that although some of the literacy classes should have been conducted after work, while the peasants and workers are relaxing, the classes have to be conducted during the day due to the lack of lighting facilities. The only alternative was to conduct the classes during the day while the farmers and workers were at work. This means that some of their working hours had to be used. This led to the interruption of their work, less teaching hours and less concentration of students.

In practice, it was found that youth under 15 and the over 55 population also attended the literacy classes. The old age group students were slow learners and it was also noticed that one draw-back with these students was that they had very poor eyesight. This situation created some amount of difficulty in teaching and learning as most of the aged students could not afford reading glasses.

The lack of supplementary readers was also a problem in maintaining their reading ability. This problem is due to the need for paper, ink and printing facilities to produce more supplementary readers to cater for the needs of the community.

Research surveys have indicated that relapse into illiteracy was due to lack of supplementary reading materials. The lack of teaching aids was also a problem.

Lighting facilities were most needed for the literacy classes held during the night.





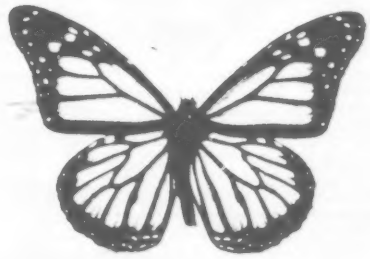
One other problem which needed immediate attention was the problem of teaching indigenous groups. Research findings show that the common text and the methodology used for the Burmese language speaking population were not suitable for the non-Burmese speaking indigenous groups.

It was found that though these indigenous groups were able to read and write they were weak in comprehension.

Thus special texts and teaching methodology would be needed for the indigenous people.

Technical drawbacks arising out of the nature of voluntary movement is the lack of adequate and properly if not professionally, trained teachers and supervisors for adult literacy movement. Since the whole movement depends upon the volunteer teachers who have only two weeks intensive training, much room for the improvement of teaching learning process and supervision has been observed and noticed.

The committees, not being permanent full-time nature, cannot concentrate exhaustively on the work of the training programs.



REPUBLIC OF KOREA

## Saemaul Education for Adults in Korea

The Saemaul (New Village) Education finds its origins in the Saemaul Movement, which has been developed as a nation-wide movement since late President Park proposed it in 1970. Since its inauguration Saemaul Movement has been spreading like a prairie fire across the nation. As the word "Saemaul" denotes, it was designed to make a new village, a better place to live in, thus modernizing rural areas as well as minimizing the gap between the urban and the rural. Extending the scope of its application, it refers to the total effort for building a new nation, an affluent and welfare society. It implies that the movement is connected with a sense of patriotism. At the individual level, it represents an attempt to become a new citizen, and accordingly is a spiritual movement to cultivate their mind in a new perspective.

Thus, the primary concern of the Saemaul Movement is with the cultivation of virtues such as diligence, self-help and cooperation, which are supposed to form the spiritual underpinning of the people. Although it was initiated by the Government, it soon became the self-directed activity of the people based on the principle of spontaneous participation.

Saemaul Education finds its role in this context. Namely, it is intended to facilitate the promotion of the Movement through reliance on the educational process. Hence, it revolves around out-of-school education - particularly for adults. Saemaul Education involves two dimensions - spiritual enlightenment and productive skills. The former ramifies into various activities designed (1) to help the shaping of a new value system and behaviours relevant to modern society and (2) to effect the development of ethical and social norms which uphold human dignity in high esteem. Achieving these goals is supposed to provide the firm spiritual basis for living in a dynamic society. The latter is intended for equipping the people with productive skills and knowledge with which to raise their living standards.

The contents of training program consist of general theory and practice, with its methods oriented toward experiential learning. The traditional imparting of knowledge is almost ruled out. But details of program content vary depending on the target population. At the initial stage of Saemaul Movement, the educational program was primarily concerned with the production of community leadership. It has expanded its scope of target audiences to involve the masses of the people in rural areas, with the consequent inclusion of productive skills as an essential component of the training program. In terms of the way in which Saemaul Education is carried out, there are two types - residential training and motivative training. The residential training requires that both trainers and trainees are placed in the same dormitory to form a single body based on the sharing of experiences. The latter refers to orientation program for the Saemaul Movement which is integrated into other types of training. It makes it a rule to introduce it in the context of skill training programs as a motivating factor. The duration of residential training is usually two weeks.

There are some 85 training centres of Saemaul Education, 36 of which are private, the remaining operated by the Government or government-supported agencies.



### 2. Saemaul Education Program

Saemaul Education Centres - These centres are exclusively responsible for an intensive program of Saemaul Education aimed at community leaders. They offer the following residential training:

#### (1) Saemaul Leaders Training Institute

The trainees of this Institute include community leaders - men and women, ranking government officials, professors, high-level managers, journalists, national assembly men, and others in leadership positions of social organizations.

Admission is based on the positions of the trainees in their respective agencies and their demonstrated abilities of leadership, and not on diploma or other academic credentials. Hence, the major characteristic of this program is the heterogeneity of trainees brought under the banner of Saemaul Movement, thus effecting the unity of goal among the people.

#### (2) Private Centres for Saemaul Education

There are numerous private centres which offer Saemaul Education modeled after the Leaders Training Institute.

#### (3) Saemaul Education for Government Officials

Since the Saemaul Movement was initiated by the Government, it was necessary for the government officials to have a necessary quality of leadership. Middle and higher level officials are obligated to receive Saemaul Education offered by Central Government Officials Training Institute.

Saemaul Education in Relation to other Training - Apart from the intensive type of Saemaul Education, it is required that Saemaul Education be included as an essential element of other training programs. This is based on the notion that the Saemaul Movement itself is the way of our daily life, which forms the spiritual dimension in addition to the three essentials - food, clothing and house. Even in skill training programs offered by industrial forms, Saemaul Education is given a substantial place as a spiritual guide to other components of learning. Such an integrated program commends itself for contribution to the cultivation of desirable learning attitude.

Saemaul Education for Citizens - The citizens are categorized into general citizens, women and elderly people. For women, the citizen college operated by several private universities and mother's clubs serve the purpose of Saemaul Education. The schools for elderly people which have mushroomed in recent years also play important role in Saemaul Education for their target audience. The program in general lasts 4-5 days.

Saemaul Education for Rural Populations - Saemaul Education was an abrupt imposition to ignite the spark for changes in the centuries-old traditions of rural people. To begin with, there was resistance on the part of the rural people, and the lack of experience in planning and administration made for a rough sledding of the Movement. It was in this context that Saemaul Education was conceived for rural people.

The educational program at its inceptive stage was not so much of theories and methods of the Movement as of awakening the people from slumber and heightening consciousness of problems and irrationalities in their ways of living. It was achieved by cultivating the virtuous ingredients of spiritual posture - diligence, self-help and cooperation.

For the implemetation of educational activities, the County Office organized a mobile team, which made the rounds of villages within the country, and this itinerant educational service was supplemented by the services of Saemaul Information Unit. These mobile teams have conducted one-day training in nearly 20,000 villages.

In 1977, the Saemaul Education shifted its major attention to the most backward villages. The education intended for these areas was extended to three day, non-residential program, designed to provide spiritual enlightenment and meet the immediate needs of the people in these areas. This program has covered 2,949 villages for 3 years since 1977.

Saemaul Schools

To raise the living standard of rural population, in the context of Saemaul Movement, vocational high schools offer a three-day training for the people of the community. When there is no vocational high school in a county, academic high schools assume the role. These are called Saemaul schools. Some of the programs are residential training, but there is little difference in the contents of the training program.

The content of the training program consists of spiritual enlightenment (15%) productive skills (70%) and other (15%). Although emphasis is laid on the training of productive skills, it does justice to the practice of the Saemaul spirit, national security, economic development, population and family life education.

Saemaul Education in Factories

As Saemaul Movement made its way into industrial factories, Saemaul Education gained prevalence. This is mainly due to the spontaneous participation of top-level managers who, having received Saemaul leadership training, were well aware of the necessity of exposing middle-level managers and plant workers to Saemaul Education.

The training program is a residential training which deals with a wide range of contents including the theory and practice of Saemaul Education, ethics of industrial relations, human relations, productive skills, quality control, successful cases of Saemaul Movement, field observation and group discussion. The duration of training ranges from three to seven days.

While large factories have the facilities capable to such a training, medium and small factories are not capable of conducting it. Therefore, the latter entrusts the training of their workers to the former. As the number of factories in the latter category increased, it became imperative to have centres exclusively responsible for the training of factory workers and middle level managers. The inauguration of the present two training centres - each in Seoul and Busan - was considered a timely response to this emerging need.





SINGAPORE

The Skills Development Fund in Singapore

1. Introduction

This year marks the beginning of a second industrial revolution for Singapore. New labour policies have been introduced in an attempt to replace labour-intensive industries by those of capital intensive. In June 1979, the National Wages Council (NWC) recommended that Singapore should restructure its economy to a higher technological level through high productivity and better wages. It pointed out that if Singapore was to survive in a harshly competitive world, the skill and technology content of manufactured products and services, and the standards of job performance must be raised to higher levels than those of other competing countries.

For the financial year beginning July 1979, the NWC recommended a very substantial wage increase. The total wage costs to employers as a result of the NWC recommendations was about 20 percent higher. Similar increases in wage costs are expected in the next 2 or 3 years as the economy is restructured to achieve efficiency and higher productivity through increasing mechanisation, better managerial organisation and greater labour motivation. The main implications of the new wage policy are: firstly, employers will be forced to move towards greater mechanisation and more efficient use of manpower; secondly, unskilled or semi-skilled workers who may be retrenched have to be retrained for new jobs; and, thirdly, the government, employers, trade unions and educational institutions have to commit themselves to the education and training of workers at all levels.

There are about a million people in the labour force today. To provide further education and skills upgrading for all of them is an impossible task. However, arrangements have been made to train as many of them as quickly as possible. Moreover, a Skills Development Fund (SDF) was set up in October 1979 with the objective of providing funds, by way of grants or loans, to promote, develop and upgrade the skills and expertise of workers. The Fund is managed by a Skills Development Council, which is a statutory tripartite body appointed by the Minister for Finance. It has twelve members, representing the Government, the employers and the National Trades Union Congress (NTUC).

2. The Skills Development Fund

The Skills Development Fund Act requires employers including Government to pay monthly a Skills Development Levy for each of its employees whose paid remuneration is $S750 or less. The present levy is at the rate of 4% of the remuneration or $S5, whichever is the greater.

The disbursement of the Fund is managed by the Skills Development Council (SDC), which is a statutory tripartite body appointed by the Minister for Finance. It has twelve members, four from each side: the Government, the employers and the National Trades Union Congress.

The basic function of the Council is to propagate, stimulate, promote and encourage skills development in Singapore as an integral part of the collective tripartite national endeavour to restructure the economy with a view to raising

its productive capacity to meet the challenge ahead in the 1980s and beyond.

The acid test in utilizing the funds effectively is the extent to which the training programs will help in raising the productivity and efficiency of the individuals concerned and the extent to which the training program will help to raise the overall productivity, efficiency, viability or profitability of the organisations.

The Council is mindful of the varied needs of the many faceted developments and is prepared to look into supporting:

> training schemes within existing non-profit making local training institutions,
>
> existing in-house training programs of business enterprises,
>
> training schemes within existing non-profitmaking training institutions abroad, if such training is not available locally,
>
> any other new training proposals.

It is a partnership scheme and to ensure that the fund is used properly, the organisation concerned must meet a part of training expenditure.

Training priority is given if the results will enhance labour-savings, higher remuneration for the workers concerned through higher productivity from training, and for the training and re-training of workers who would otherwise be redundant or retrenched.

3. Conclusion

Thus, Singapore has launched what is considered a major effort to support continuing education. Needless to say, providing the financial resources is not everything. As practitioners of continuing education, we must develop a logical framework with which lifelong learning is our ultimate objective. This is all the more important as we face the 80s with an unprecedented rate of social, technological and organisational change.

The dynamics of change and the organisation and individual's capacity to adjust to such challenges will reflect the ability to survive and prosper and for the individual - towards a better quality of life.

So far many companies and adult education organisations have applied to the SDF for subsidies. In June this year alone, eight companies were awarded SDF grants amounting to US$246,500 to upgrade the skills of their workers. Various adult education organisations, viz, the Vocational and Industrial Training Board, the National Productivity Board and the Singapore Institute of Management have successfully secured SDF subsidies for some of their training programs.





Modular Training of the Vocational and Industrial Training Board (VITB), Singapore

Part-time Skills Development Courses - The Past

For many years, part-time skills development courses for workers were structured on training syllabuses converted from full-time programs. They were generally of 2 years' duration. Part-time trainees were required to attend the entire course, and then sit for the end-of-course tests to qualify for the trade certificate. The criticisms that were levelled against these training programs were:-

> The duration of the courses required sustained effort and commitment on the part of the worker for a few years. For various reasons, this was often not possible, resulting in a high casualty rate in the attendance.
>
> The courses did not take into account the skills and technical knowledge acquired by the workers in the course of their work. Workers were required to attend the full course irrespective of the level of skills and knowledge already acquired on the job or through in-house training programs.
>
> The courses were made up of subjects which were distributed in content over a few years' duration. Lacking specificity in the learning objectives, the training forced the workers to go through the entire course. They did not feel a sense of achievement until they had completed the entire course.
>
> The course content made an artificial distinction between theory and practice. These two areas were taught separately, resulting in lack of integration. This did not permit proper co-ordination and sequencing in the learning aspects of the course.

Modular System of Training

To overcome the limitations of the part-time training system, the VITB in January 1980 restructured its curricula into modules of employable skills.

The main characteristics of the modular system of training are as follows:-

> Each modular unit is a self-contained learning program and complete within itself;
>
> Each modular unit represents an acceptable division in the organisation of work within a job;
>
> Each modular unit constitutes a significant amount of learning;
>
> The worker has a defined goal from which he derives a sense of accomplishment on completing the module.

The advantages derived from adopting the modular system are three-fold;-

A worker need enrol only for the modules in which he lacks the skill or knowledge, thereby shortening the training time;

A person working on a job calling for narrow skills can choose to upgrade himself in these skills only, if he so desires;

A worker who is unable to attend a course of training for a long continuous period because of the nature of his work can pick up from where he left off when he is again able to resume his training.

Characteristics of Module of Employable Skill

The module of employable skill is a comprehensive training program consisting of a set of modular units (or sometimes of only one modular unit), which leads to the acquisition of identified employment qualifications.

It is a specific answer to a particular training need, and is conditioned by prevailing or potential employment opportunities and qualifications. These training needs are also conditioned by social, cultural, economic and other considerations which have to be taken into account.

The mix of modular units which go to make up a module of employable skill varies considerably, depending on the trade or course of training.

Every module of employable skill has its own training objective.

As a worker proceeds from one modular unit to another within a module of employable skill, there are inevitably some points at which there is loss of learning owing to the lack of retention. This has to be accounted for. At the same time, there is some interaction between the various elements in the learning process, leading to reinforcement and a different level of understanding compared with that which takes place within one single modular unit. The advantages gained from this are exploited.

Progress checks at pre-determined intervals may be carried out in order to measure the worker's learning progression and comprehension of the whole as well as the parts. Where appropriate, these are made self-evaluation checks.

Testing and Certification Under the Modular Scheme of Training

There is no end-of-module test when a worker has completed a module of training. The module is used only to prepare the worker to take the public trade test. He is at liberty to select and attend only the modules in which he lacks the practical skills or theoretical knowledge.

A worker who has attended at least one module is exempted from having to sit for the screening test when he registers for the public trade test. He is regarded as having attained a level which is adequate for him to handle machinery and equipment without the risk of mis-using them.





PEOPLE'S REPUBLIC OF CHINA

Historical Development and Present Situation

The adult education in China has a history of several decades. Early in the years of the revolutionary war, we had unfolded political and cultural educations in the masses of workers and peasants of the liberated areas, as well as in the masses of the PLA soldiers.

Since the founding of the People's Republic of China, the People's Government devoted much attention to the development of adult education in a planned and steady way, and has made a great achievement in the past 30 years (1949-79).

Over 130 million illiterates have been lifted out of illiteracy through literacy classes, 38,800,000 workers and peasants have graduated from spare-time primary schools, 3,330,000 from spare-time middle schools, and 1,210,000 from spare-time colleges. We have built a complete adult education system including those of primary, middle and high levels.

During the decade disturbance of "Cultural Revolution", the adult education was seriously destroyed. After the crash of the "Gang of Four", and according to the instructions of Central Committee of the Communist Party and the State Council, the people's governments of all levels gave more effective leadership to the adult education, added many important measures to recover and develop the adult education. Now, 50 percent of the factories as well as other enterprises, businesses have unfolded the cultural-technical education, over 20 percent of the workers and technicians take part in various classes. In rural and cultural and agricultural technology learning programs are in progress. In accordance with the statistics of 1979, there are more than 28,190,000 followers in various schools of all levels, including 860,000 in adults' colleges, 6,100,000 in adults' middle schools, and 21,230,000 in adults' primary schools or literacy classes.

2. Forms to Run the Schools

The general principles of running our schools are to combine with production, take measures to suit local conditions, teach students in accordance with their aptitude and flexibility.

Forms to run the schools are:

a) For staff-workers' education:

schools run by enterprises and businesses;

part-time schools for staff-workers run by full-time schools, especially full-time middle schools;

local part-time universities run by education departments or labour unions;

night-colleges, correspondence schools and special classes for advanced studies run by some of the ordinary universities;

2-year cadre colleges run by enterprises and businesses;

the Television University;

the 6-2 system in some of the factories and mines, workers take 6 hours in their own job and 2 hours in study every workday; some of the factories or mines adopt a "four groups in three shifts" system, keeping 3 groups in work and one studying in turn.

b) For peasants' education:

literacy classes or groups set up by production teams;

part-time primary or middle schools run by production brigades;

part-time primary and middle school classes set up by full-time schools in rural areas;

peasants' schools run by communities; these schools are often taken as models to the others of the whole community;

technical schools to raise the special technologies of the workers in workshops run by production brigades;

full-time schools or work-study schools set up by communes;

peasants' technical middle schools or technical colleges set up by counties.

The Central Broadcasting-Television University

The CBTU was built in 1979 and was run jointly by the Ministry of Education with the Central Bureau of Broadcasting Affairs. The general headquarters is run by the state government and individual broadcasting-television universities are set up by provinces, broadcasting-television teaching classes set up by enterprises and businesses.

280,000 students were enrolled in 1979, including staff members, workers, cadres, teachers, and technicians. 140,000 enrolled in 1980.

Now, the CBTU has a speciality of science only, with a schooling period of 3 years. The curriculum involves basic science and specialised courses of mechanical engineering and electrical engineering. We are planning to offer the specialities of liberal arts in the near future, including Chinese literature, political economics, and economic administration.

Perspectives for Future Development

The adult education in the People's Republic of China has achieved a more rapid advance in recent years. But it still can't meet the ever increasing requirements of the development of our situation. There are still 30 per cent illiterates in young and middle-aged peasants and 40 percent of young and middle-aged peasants have an academic level of primary school graduates.





We are considering the perspectives for future development in our adult education.

a) In staff-workers' education, the goal up until 1985 will be:

80 percent of primary school graduates will achieve an academic level of middle school graduates; over 50 percent of middle school graduates will achieve that of technical secondary school graduates; and part of high school graduates will achieve that of college graduates.

b) A further advance in higher correspondence education. The students possessed in 1985 will expect to be 1/3 of the total number of students now in ordinary universities and colleges.

c) In peasants' education, the general goal will be: to raise the academic level of all the peasants to that of middle school graduates till the end of this century.

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VIET NAM

Over the past 35 years, adult education in Viet Nam has experienced steady development and recorded considerable achievements:

- Bringing over 90 per cent of the illiterate working people to literacy (a total of over 15 million).

- Adult Education coming right after literacy to achieve complementary education of millions of people. For the time being, 7 provinces have achieved universalized primary education of a population of 10 million people.

- Adult Education has brought further complementary education to hundreds of thousands of employees, among whom over 60,000 have finished their upper secondary education and are now carrying on their studies at various universities, colleges and vocational secondary schools.

- Today, a large network of schools and classes for adult learners is set up in almost all the corners of the land, in the urban as well as the rural areas, annually enrolling about 1.5 million in the on-the-job and full-time courses. Various types of curricula, syllabuses and text books have been compiled to meet the demands of all types of learners, from literacy to primary and secondary education, lower and upper levels. They have many a time been improved under the guidelines of fundamentality, simplicity and practicality. Special efforts have been made to bring the fundamentals of technology, economic management etc... into the syllabuses of the adult education with a view to meeting the goals of the adult learners' studies along the line of practicability and specific benefits for their daily life and production.

In the social aspect adult education has made certain contributions to training and fostering hundreds of thousands of employees and cadres sprung from the working class and the peasantry to the effect that it helps consolidate the state apparatus from the grass roots upwards so that the revolution could develop on an ever-firmer basis.

Over the past 35 years, changes in Vietnamese society, first and foremost the immense rural areas, are greatly marked. The old society with over 90 percent of the population illiterate has been transformed into a new society with over 90 percent of the population literate. Nowadays, in almost all the villages there are information halls, re-diffusion networks, newspaper-boards...From the individual way of farming, the peasants have advanced to the collective way of working and living with earnest concerns for others, and in unity and fraternity.

In the economic aspect, adult education has had its share in promoting production by arming the working people with scientific and technological fundamentals. It is thanks to complementary education that tens of thousands could easily understand technical problems and improve their skill. The army of technical workers, formerly thin in numbers, now totals millions and many of them are capable of applying modern techniques and operating modern machines in production.

In the rural areas, the role played by complementary education is more marked. Thanks to the high cultural standards the Vietnamese peasants have advanced from the stage of using rudimentary farm-tools to the stage of handling improved and mechanized implements in agricultural production (ploughing machines, threshing machines, pumping machines, feedstuffs-processing machines..). Now they know how to apply various types of chemical fertilizers, micro-biological fertilizers, azolla....to raise the plants' yields, various types of insecticides, pesticides and herbicides, plants short-term high-yielding rice varieties and breed high-yield hybrids.

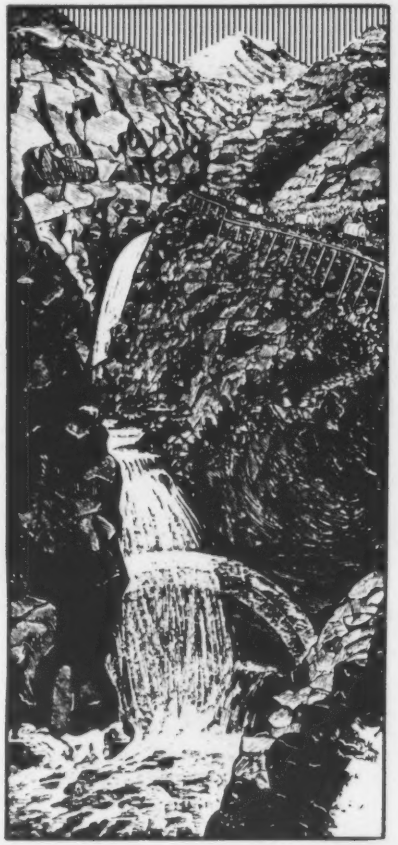
Thousands of village work-and-study complementary education schools for young people have, in fact, become cultural and technical centres. Here the youngsters improve their knowledge, obtain fundamentals of science and technology and apply them in practical production. Many a class plays the role of a production team working with techniques, and assuming heavy tasks in irrigation, selection of seeds, preparation of green fertilizer and azolla for the farming co-operative.

In the cultural aspect, adult education has produced direct effects on the changes in the people's way of life and attitudes of mind. Nowadays, the rural population often show concern for changes in the world as well as in the country. Many of them have got accustomed to reading newspapers, listening to the broadcasts on current events....great attention has been paid to the hygienic way of living: digging wells, building bathrooms, using double-piece toilets in conformity to hygiene. They know to consult doctors for their illnesses and diseases; superstititions and false beliefs have declined to a large extent. Still-births and infant mortality have almost come to a stop in many rural areas. Such social ills as addiction to drugs, drinking, gambling, prostitution...have been decreased in a great measure. Free love is welcomed instead of bad customs of child and forced marriages. Equality between men and women has been practised.





It is obvious that the achievements in the social, economic and cultural fields are in close connection with the movement for adult education. Therefore the Vietnamese government has constantly paid attention to the adult learners' studies and never refrained from investment in adult education during the past decades. And the realities show that investment in education in general and in adult education in particular is not purely consumptive, but really productive; it is indeed investment for enlarged re-production, beneficial in many respects.



## CONCLUSIONS AND RECOMMENDATIONS *

The failure of the Second Development Decade to achieve all that was hoped of it, is widely acknowledged: the gap between rich and poor countries, and between the haves and have nots in different countries, has widened. Meanwhile continuing rapid social and economic change in both rural and urban sectors is predicted for the coming decades. This presents a challenge to adult education, which has a crucial role to play in the development process.

To play an effective role in the process of development adult education requires: realistic aims; top level support; clear planning and strategies; integration and extension in all directions - downwards into the local communities, upwards into the senior levels of policy-making, and literally both with the formal education system and with the development-oriented technical ministries.

Adult education long predates school education and has been more pervasive and comprehensive, yet it has remained generally insignificant, peripheral, and lacking in resources and legislative support for many years. Its contribution to development generally, and to the programs of other ministries and sectors, is not widely realized at the national planning level; development programs which ignore the human and social dimension are usually doomed to fail.

Recently, despite diversity of philosophy, policy and approach, there has been a trend among countries in the region to enhance the quality and quantity of adult education. In many countries it is now becoming an important program, and recognition is growing that it should be a support service to development activities in both rural and urban areas. Reasons for this include: a need to educate the masses; the inability of formal education to reach all, or to retain many children in the schools; and the need to develop people as participants as well as recipients in development.

In particular, adult education is called upon to reduce and redress inequalities in society, to reduce the gap between the rural areas and the cities, the haves and the have-nots, taking into account especially the needs of different disadvantaged and impoverished groups.

If it is to meet these challenges, adult education must develop viable programs to meet the basic learning needs of the masses, making available skills and knowledge which enable people to become active partners in development, and help people through lifelong learning opportunities to influence the shape of the future and to improve their circumstances in a rapidly changing world.

Although different countries use different terms, 'adult education' has been recognized as an acceptable term for many. The terms non-formal education, continuing education, complementary education, explain different forms and approaches of adult education.

With a view to making adult education more capable of meeting new challenges the following are recommended:

1. Granted that adult education and development have been found to be interlinked, that development activities are giving increasing importance to the human element in the development process, and that adult education is recognized as a major human resource development activity, there is still lack of data and studies which demonstrate how adult education can play a direct and effective role in development. It is therefore recommended that more studies and research on adult education, development, and the reduction of poverty be promoted in the Member States and by international, intergovernmental, and voluntary organizations.

2. In each Member State, the role of adult education for rural development and urban/industrial development should be clearly spelled out, and clear policies formulated to make adult education a part and parcel of all development activities within socio-economic plans and programs.

3. All development ministries should also give due importance and resources to adult education to support their development activities.

4. Adult education requires good organization at national and local levels, especially for big, complex, national programs and campaign. There must be co-operation and co-ordination in planning and implementation among different agencies carrying out adult education, and with other development agencies, to avoid both duplication and gaps. Co-ordination mechanisms and processes should be made clear and effective. National Councils may be a suitable means to foster co-operation or co-ordination in many countries.

5. Literacy is a very important program for many member countries but it is only one part of adult education. Adult education is not limited to and should not be equated with literacy only. On the other hand education of the parents is an effective strategy for universalization of literacy and primary education. Each Member State should prepare comprehensive programs including literacy programs in a comprehensive and functional sense, and encompassing all human resource development activities. The aim is provision of diverse learning opportunities encompassing all informal and non-formal learning in the society through mass media, extension activities, traditional media etc. Each member State should promote adult education through existing or new community resource centres of various types and forms. Many new modes for reaching adult disadvantaged groups are being tested, nationally or locally by government departments and voluntary agencies in different countries of the region. These should be evaluated and the results shared more widely.

6. Apart from continued improvement of literacy and numeracy programs, adult education should improve the vocational and technical education programs for youth, create a favourable opinion towards education of women preferably through extension workers, develop creative pursuits for old aged pensioners and make use of their active years, and prepare adults to cope with the likely impact of future development through population education, social education, environmental education, etc.

* These Conclusions and Recommendations have been taken from the Report of the Regional Seminar, published by Unesco Regional Office for Education in Asia and the Pacific, Bangkok Thailand, 1981. "Prospects for Adult Education and Development in Asia and the Pacific", Report of A Regional Seminar, Bangkok, 24 November - 4 December 1980.

7. Formal school education and adult education are not contradictory or competing alternatives. They supplement and complement each other. There should be co-ordinated planning and implementation of school and adult education, especially mass adult education and universalization of elementary education, to create a universal lifelong education system.

8. Deliberate efforts should be made to interlink formal education and non-formal education through different bridges and links. Adult education courses should be given equivalency and recognition, and there should also be recognition of relevant work experience.

9. Adult education should be included within the overall Education Plan. Centralized and departmentalized approaches are not suited for the planning of adult education, the planning approach in adult education should be decentralized and co-ordinated. Efforts should be made to develop appropriate planning methods for adult education, taking into consideration its special characteristics (need-based, situation specific, relevant, diversified, practical and participatory) and the special learning needs of adults.

10. Distinctive and appropriate curricula, learning materials, development processes and methods are also required for adult education. Curriculum for adult learners must accord with adult psychology and adult basic and growth needs.

11. Education technology including the mass media have great potentialities for adult education. Mass media are already among the means of adult education but still mostly used in an unplanned and unorganized way. Better use of already available mass media and new technologies for more effective and more participative adult education programs should be studied and promoted.

12. Adult Education programs suffer from inadequate staffing and inadequately trained personnel. Adult education implementing and organizing agencies and learning centres should be adequately staffed, and proper arrangements made to train them. There should be better recruitment, career planning, and recognition of adult educators. Adult education cannot however be staffed by full-time adult educators alone, nor is this desirable. Professional preparation of full-time workers is required to support the great army of part-time and voluntary field workers who are the key to adult education, but care must be taken not to shift priorities and recognition from these often informally qualified workers. The better adult educators, like the best adult learners, are those with life and work experience to draw upon; it is generally preferable to recruit adult educators with work experiences rather than straight out of full-time education.

13. In their concern for adult education, government should involve voluntary and community, professional, labour union, and other organizations to the fullest possible extent. Voluntary and community organizations responsible for adult education should be involved in the national planning and policy-making process. Creation and strengthening of voluntary local and national adult education associations should be encouraged, and government should consider supporting them, as one means of strengthening adult education for development.

14. Adult education is most effective when based on the learners' motivations and the participation of the community in both program conception and implementation. Mobilization of human and material resources to ensure active participation in adult education through the organization of the community should be supported, and if necessary be encouraged by legislative provisions along the lines of the International Recommendation on Adult Education adopted by the General Conference of Unesco at its nineteenth session, Nairobi, 1976.

15. Effective monitoring, evaluation notably process evaluation and participating in applied research mechanisms and procedures should be developed by and for adult education.

16. Governments should give equal concern to children's education and adult education. Adult education should be adequately supported by government funds, through education office as well as through other development agencies. The percentage of the education budget devoted to adult education should be increased. All development agencies should devote a certain amount of their budget to adult education. Industries and development projects also should make money and facilities available for adult education.